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ABSTRACT

Activities involved in planning and administering the various types of management training are described in this guidebook. The four types of management training discussed are management courses, conferences, problem clinics, and workshops for prospective small business owners. Financing the training and promotion are discussed, as are planning, presenting, evaluating, and the advisory committee. Appendixes present: Statement for Members of Advisory Committee; Time Table for Organizing Management Courses; Preparation and Distribution of Brochures; Information about Class Members; SBA Management Publications, Visual Aids, and Motion Pictures; Evaluation of Management Training; Evaluation of Workshop; Evaluation of Subjects and Speakers; and Analysis of Training Program Cosponsored with SBA. Any educational institution or organization that wishes to initiate an SBA-cosponsored training program should contact the nearest SBA field office. A list of these offices is provided. (DB)

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GUIDEBOOK FOR COORDINATORS OF MANAGEMENT TRAINING FOR SMALL BUSINESS

AC 012 330

Small Business Administration
Washington, D.C.

GUIDEBOOK FOR COORDINATORS OF MANAGEMENT TRAINING FOR SMALL BUSINESS

SMALL BUSINESS ADMINISTRATION

Washington, D.C. 1969

SMALL BUSINESS ADMINISTRATION

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FOREWORD

In its cosponsored management training program, the Small Business Administration encourages universities, colleges, high schools, and business organizations to provide courses, conferences, workshops, and problem clinics for owner-managers of small firms.

Designed to meet local needs, this cosponsored management training has enjoyed a steady growth over the years. In calendar year 1968, more than 2,900 units of training (courses, conferences, workshops, and problem clinics) were cosponsored. This was a far cry from the two courses with which the program started in 1954.

This growth indicates that an increasing number of small businessmen are becoming aware of the need to improve their management knowledge and skills. Equally significant is the support which an increasing number of sponsors are giving to the training.

I wish to express SBA's appreciation to the many educational institutions and their faculties and to the many local trade and business organizations that have worked with the Agency and are continuing to work with it on this program. Without them there could be no cosponsored management training.

Part of SBA's contribution to the program is issuing information which is designed to help sponsors of training sessions. Included in that effort is this *Guidebook for Coordinators of Management Training for Small Business* which describes what is involved in planning and administering the various types of management training. It replaces previous handbooks issued by SBA as a reference for coordinators.

HILARY SANDOVAL, Jr., *Administrator,*
Small Business Administration

APRIL 1969.

CONTENTS

CHAPTER	*PAGE*
1. What is Management Training?	1
2. How Does SBA Help?	6
3. What the Sponsor Does	8
4. Initial Planning	10
5. The Advisory Committee	18
6. Financing the Training	22
7. Spreading the Word—Promotion	27
8. Detailed Preparation	33
9. Presentation	41
10. Did the Training Take?—Evaluation	47
11. Opportunities for Additional Education	49

APPENDICES

A. Statement for Members of Advisory Committee	53
B. Time Table for Organizing Management Courses	55
C. Preparation and Distribution of Brochures	57
D. Information About Class Members	63
E. SBA Management Publications, Visual Aids, and Motion Pictures	65
F. Evaluation of Management Training	69
G. Evaluation of Workshop	71
H. Evaluation of Subjects and Speakers	73
I. Analysis of Training Program Cosponsored with SBA	75

Chapter 1

WHAT IS MANAGEMENT TRAINING?

Management training for small businessmen is one of the continuing programs of the Small Business Administration. For more than a decade, the Agency has offered training in management techniques to owners and managers of small businesses. As with many of its programs, the Agency acts as a catalyst. In this instance, it seeks to bring together small businessmen who wish to improve their management skills and local instructors who are capable of providing this instruction. Some of the institutions that cooperate in the SBA program are universities, colleges, high schools (distributive education programs), trade associations, chambers of commerce, community action groups, and business organizations.

In this *Guidebook* such a group is referred to as a "sponsor." The Small Business Administration office which helps in making the arrangements for training is known as the "SBA-cosponsoring field office." The sponsor's representative who handles the training and works with SBA is called a "coordinator."

It is for that person—the coordinator—that this book is intended primarily. Its purpose is to help coordinators in planning,

administering and evaluating management training programs for owners and managers who operate small businesses. Some of the training is also for individuals who contemplate starting their own companies.

The management training is geared toward helping these small businessmen gain the "know-how" for helping to solve management problems. Management functions rather than operational techniques are stressed. Consequently, the basic training is for heterogenous groups—manufacturers, wholesalers, retailers, and owners of service-type businesses. Advanced or more specialized training is often designed for groups in a similar line of business; for example, manufacturers only or retailers only.

The specific kinds of training which a sponsor may offer depends on local needs and interests. The coordinator can determine them by personal analysis or by working with an advisory committee, made up of local business and professional men. If he chooses the committee approach, the group can also help with the planning, whether it is a one-day conference or courses extending over a period of time.

TYPES OF TRAINING

SBA has established four types of training to meet local needs. Three types—courses, conferences, and problem clinics—are for small business owners. The fourth—workshops—is for prospective business. owners.

SBA cosponsors these training programs with universities, colleges, high school distributive education units, trade associations, chambers of commerce, and local business organizations. SBA personnel help to plan and organize classes, provide administrative advice and guidance, and furnish educational materials.

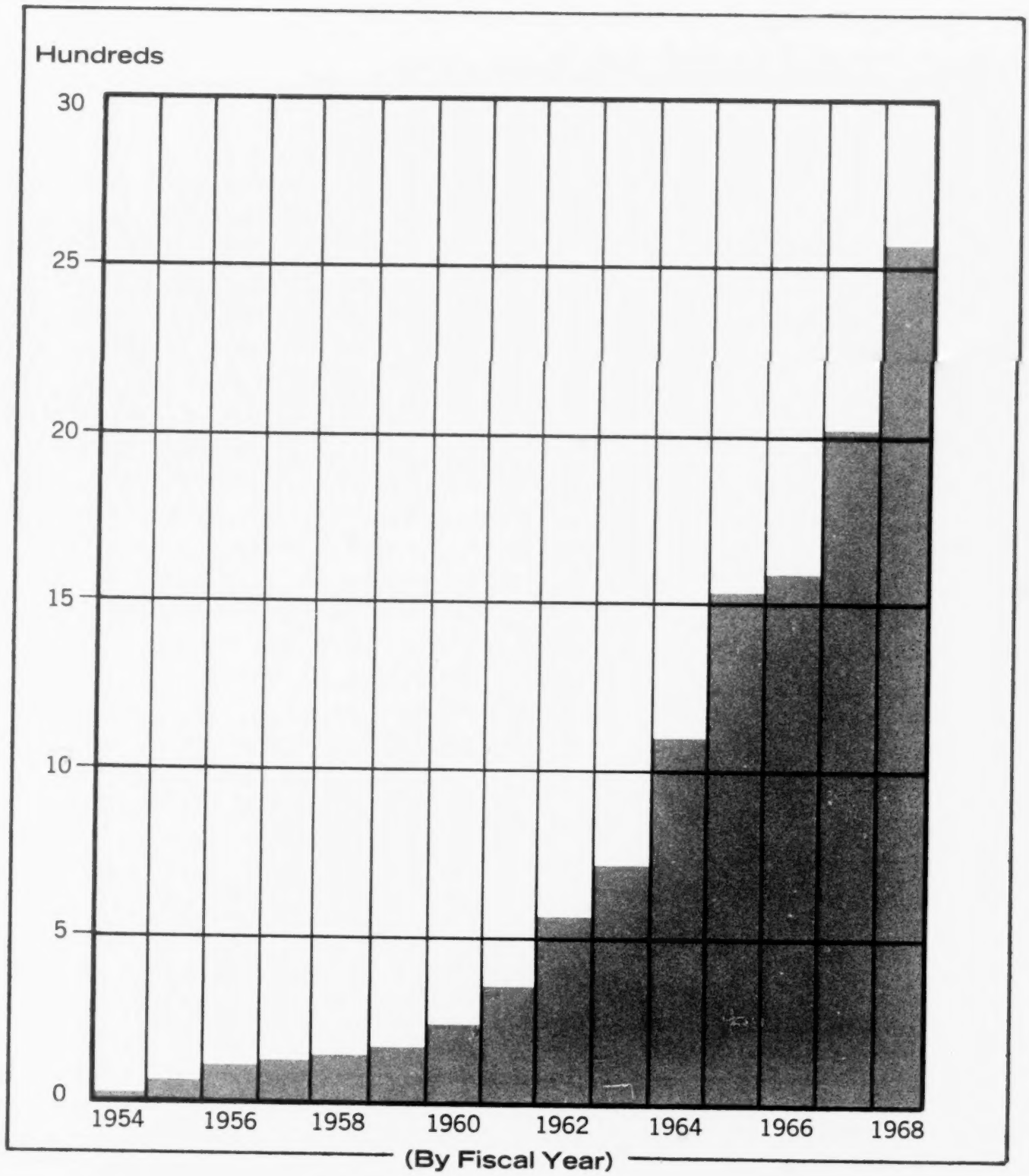
The steady growth of cosponsored training is shown in the graphs on pages 3 and 4. It started with two courses in 1954. In calendar year 1968, more than 2,900 units—courses, conferences, workshops, and clinics—were held.

Generally, the instructors are management consultants, accountants, lawyers, bankers, and university professors or associates, who are selected by the sponsoring organization. If, and when, pay for instructors is involved, the sponsor compensates them.

MANAGEMENT COURSES. Consisting of several sessions, courses are designed to help owners and managers of small businesses to improve their executive skills and to develop competence in every phase of management activity.

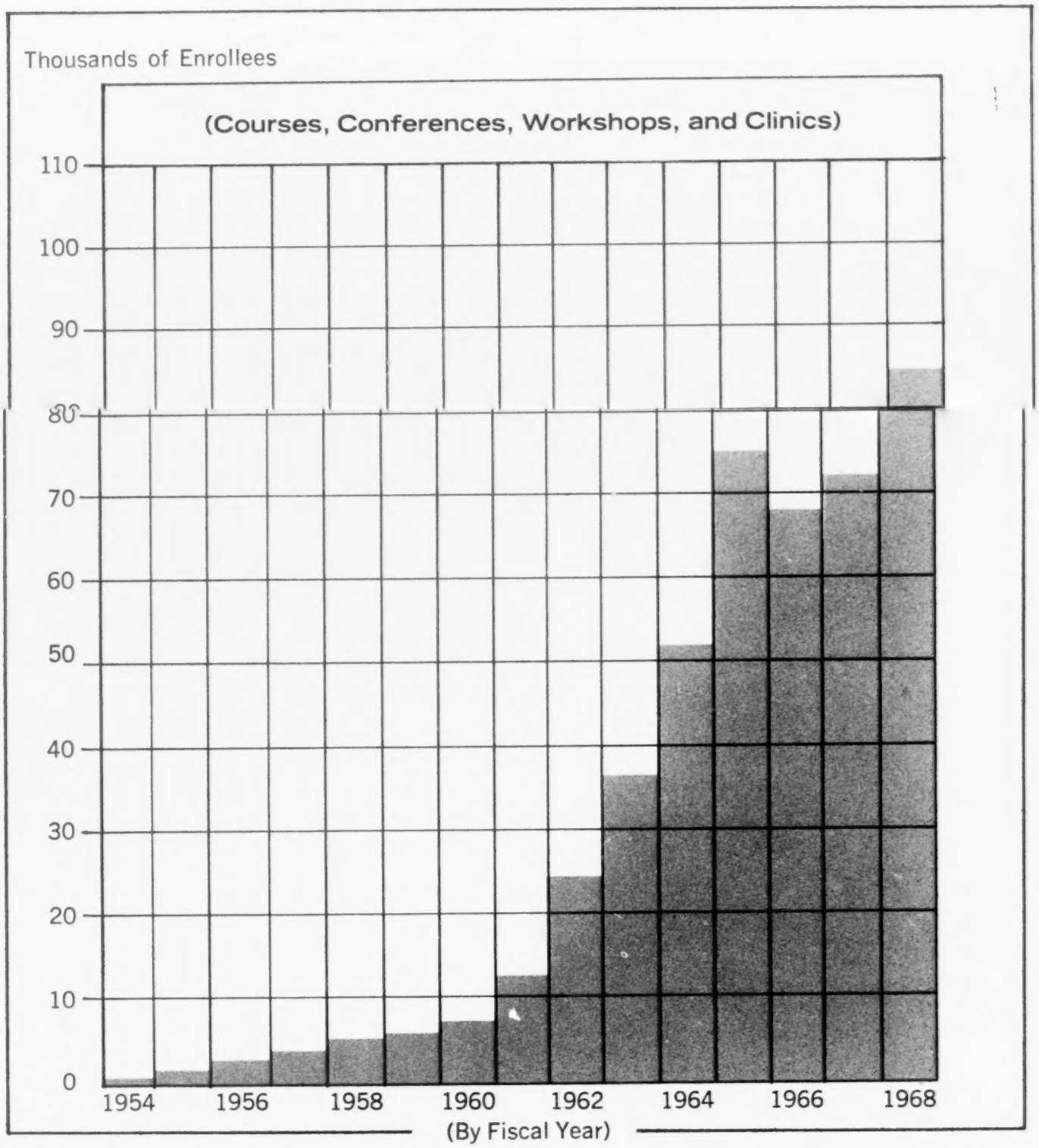
SBA-COSPONSORED MANAGEMENT TRAINING FOR A 15-YEAR PERIOD

(Courses, Conferences, Workshops, and Clinics)



338-155 O - 69 - 2

NUMBER OF ENROLLEES IN SBA-COSPONSORED MANAGEMENT TRAINING DURING A 15-YEAR PERIOD



CONFERENCES. Conferences are also designed to improve management skills, but these programs are usually limited to 1 day or less in duration. For example, conferences on exporting offer practical information on foreign trade. Tax conferences demonstrate the impact of taxation on business management decisions.

PROBLEM CLINICS. These clinics enable small groups of owner-managers to get together to discuss a single management problem of common interest and to share information which comes from their experience and knowledge. A resource person familiar with the various ramifications of the problem usually guides the discussion.

WORKSHOPS FOR PROSPECTIVE SMALL BUSINESS OWNERS. These workshops enable the prospective business owner to learn about the factors involved in starting a business. They emphasize the need for careful preparation and keen analysis in anticipation of the problems and risks associated with each new business venture.

Except for the prebusiness workshops, SBA generally does not conduct the training or assume any financial responsibility but will help line up speakers and assist with publicizing the training, as well as furnish certain informational materials.

SUMMARY OF GUIDEBOOK

The remaining chapters of this *Guidebook* discuss the various aspects of developing and conducting these four types of management training.

Financing the training is discussed in chapter 6 and promotion in chapter 7. Other chapters deal with planning, presenting, evaluating, and the advisory committee.

Certain information appears in nine appendices for two reasons: First, to make for easier reading of the text, and, second, for the coordinator's convenience. He may wish to reproduce several of the appendices for use in the training he conducts.

THE FIRST STEP

Any educational institution or organization wishing to initiate an SBA-cosponsored training program should contact the nearest SBA field office. A list of these offices is on the inside back cover of this book.

Chapter 2

HOW DOES SBA HELP?

The Small Business Management Training Program is based on SBA's policy of working through existing organizations and institutions to help owner-managers of small businesses. SBA encourages educational institutions, trade associations, chambers of commerce, and other groups to sponsor management courses, conferences, problem clinics, and workshops. The Agency will help the sponsor to plan and organize classes or meetings, provide administrative advice and guidance, and furnish instructional materials. Management personnel in SBA field offices may help the sponsoring organization by:

- Making available practical information and suggestions on how to initiate a training program, resulting from many years of experience.

- Assisting and advising in the formation of an advisory committee, and, if requested, designating an SBA staff member to serve on the committee.

- Assisting in compiling a mailing list of owners and managers of small businesses who could be invited to attend the training sessions, and when possible, assisting in mailing out promotional material.

- Helping the sponsor develop a direct mail brochure to send to potential participants.

- Furnishing a *Coordinator's Kit,* including material for use by speakers and instructors. (See chapter 9 for a description of *Coordinator's Kit.*)

- Making available 16 mm. movies and transparencies dealing with the subjects being taught.

- Furnishing appropriate management assistance publications and case studies for distribution to participants.

- Assisting in selecting speakers, conference leaders, and discussion leaders for courses, conferences, workshops, and problem clinics.

- Having the SBA Regional Director cosign certificates or diplomas for the participants in the training, if the sponsor desires. The official seal of the Agency may also be used for these certificates, if the sponsor desires.

Chapter 3

WHAT THE SPONSOR DOES

Many educational institutions, business and civic organizations have long been concerned with the preservation, strengthening, and growth of small business. One way in which they can translate their concern into action is by cosponsoring, with SBA, management training for small businessmen. Such training benefits not only the individual entrepreneurs and the sponsoring institutions, but the local economy as well.

In organizing and operating a management training program, the sponsor's tasks are to:

- Select a coordinator who recognizes the benefits of the program and is willing to be responsible for the training. The duties of a coordinator are described in chapter 4.
- Select, if appropriate, an advisory committee of local businessmen who are qualified to advise on any or all phases of the training.

- Select and establish time limits for subjects to be covered in the program.
- Select capable speakers, discussion leaders, specialists, and other informed businessmen to participate in the training sessions. Most of these professional businessmen are glad to participate as a public service, and they do not expect to be compensated for their lectures.
- Prepare and distribute announcements and other promotional literature relating to the course.
- Select appropriate SBA publications, visual aids, motion pictures, case studies, and instructor's guides.
- Provide a meeting place for the training.
- Establish and collect tuition fees to cover costs. (The fee will vary in different localities, but it should be adequate to meet the expenses of conducting the program.)
- Conduct the sessions.
- Arrange for participants to complete evaluation forms (usually at the final session).
- Prepare certificates for presentation to those participants with satisfactory attendance records. The certificates are signed by representative of the sponsor and SBA, if desired.
- Evaluate the program and forward a copy of the evaluation to SBA.
- Furnish the cosponsoring field office a list of names and addresses of participants in the training.
- Develop followup programs for "graduates" of the first or introductory training.

Chapter 4

INITIAL PLANNING

Once a sponsor decides to offer a training program, two types of planning must be done. One is initial planning. Its purpose is to build a community structure that will help enlist small businessmen and lay the groundwork for specific sessions. The other type of planning is detailed preparation. Its purpose is to plan for a specific unit of training. (See chapter 8.)

When a sponsoring institution or organization is initiating a program, the nearest SBA field office should be contacted. That office will provide materials and advice on topics, speakers, and publicity for the initiation of a program. If appropriate, SBA will also assist the coordinator in forming an advisory committee and designate an SBA representative to serve on the committee.

THE COORDINATOR

The key to a successful training program is the coordinator. He is usually a faculty member of the educational institution or an official of the organization sponsoring the training. Since he is the indi-

vidual the businessmen will get to know best during the training, it is important that he be selected with care. Special consideration should be given to his personality, enthusiasm, and professional competence. Usually, he is the person who contacts and works with the SBA representative. In most instances, the coordinator decides on the content and prepares the publicity for the management program. He also arranges for the physical facilities and in many instances introduces the speakers at each session.

The coordinator is responsible for planning, developing, and coordinating the management sessions. He does not have to conduct the training. Rather, his is an administrative task. He must rely on instructors—normally specialists in their particular fields—to present the various topics. For example, he may ask a banker to handle a session on "How and Where to Obtain Funds," or an accountant to speak on "Accounting, Cost Control, and Financial Analysis."

LEAD TIME

When making initial plans, timing is an important consideration. The coordinator should keep in mind that the time of year when the training will start affects the planning schedule. For example, a course that runs in the fall often requires spring planning because most educators and businessmen are on vacation during the summer.

Some questions to be considered in allowing sufficient lead time in organizing management courses are:

1. Is this the first small business management training to be offered by the institution?
2. Is it a repeat or followup course?
3. What time of year will the training begin?
4. What local factors need to be considered in planning the course or other form of training?
5. What is the most convenient date for small businessmen?

The tables shown on page 12 have been used successfully in scheduling courses.

338-155 O - 69 - 3

ORGANIZATIONAL ACTIVITIES **Should Start In:**	FOR NEW COURSES **Beginning In:**
April	September
May	October
June	November
September	December
October	January
November	February
December	March
January	April
February	May

ORGANIZATIONAL ACTIVITIES **Should Start In:**	FOR REPEAT OR FOLLOWUP **Courses Beginning In:**
May	September
June	October
September	November
October	December
November	January
December	February
January	March
February	April
March	May

The average lead time allowed for courses conducted is 8 weeks.

ADVISORY COMMITTEE

An advisory committee sometimes helps the coordinator to establish rapport with the local business community. Although such a committee is not essential, the coordinator will find it helpful on an initial program because the members represent the business leadership of the community. If an advisory committee is to be used, selecting its members is the coordinator's first task. An SBA representative can help by recommending committee members, should the coordinator desire his assistance. The size of the committee may vary according to the size of the community. Chapter 5 discusses this committee in detail.

DETERMINING TRAINING NEEDS

To be effective, training should be directed to the needs of the local business community. In planning a training program, the advisory committee can help the coordinator pinpoint areas in which training is most needed. The experience and opinions of the committee members may be especially helpful to a person who is serving as coordinator for the first time.

When the training is an advanced course or followup workshop or problem clinic, the problem is fairly simple. The training requirements can be determined by analyzing the evaluations which participants made at the end of the initial training.

DECIDING TYPE OF TRAINING

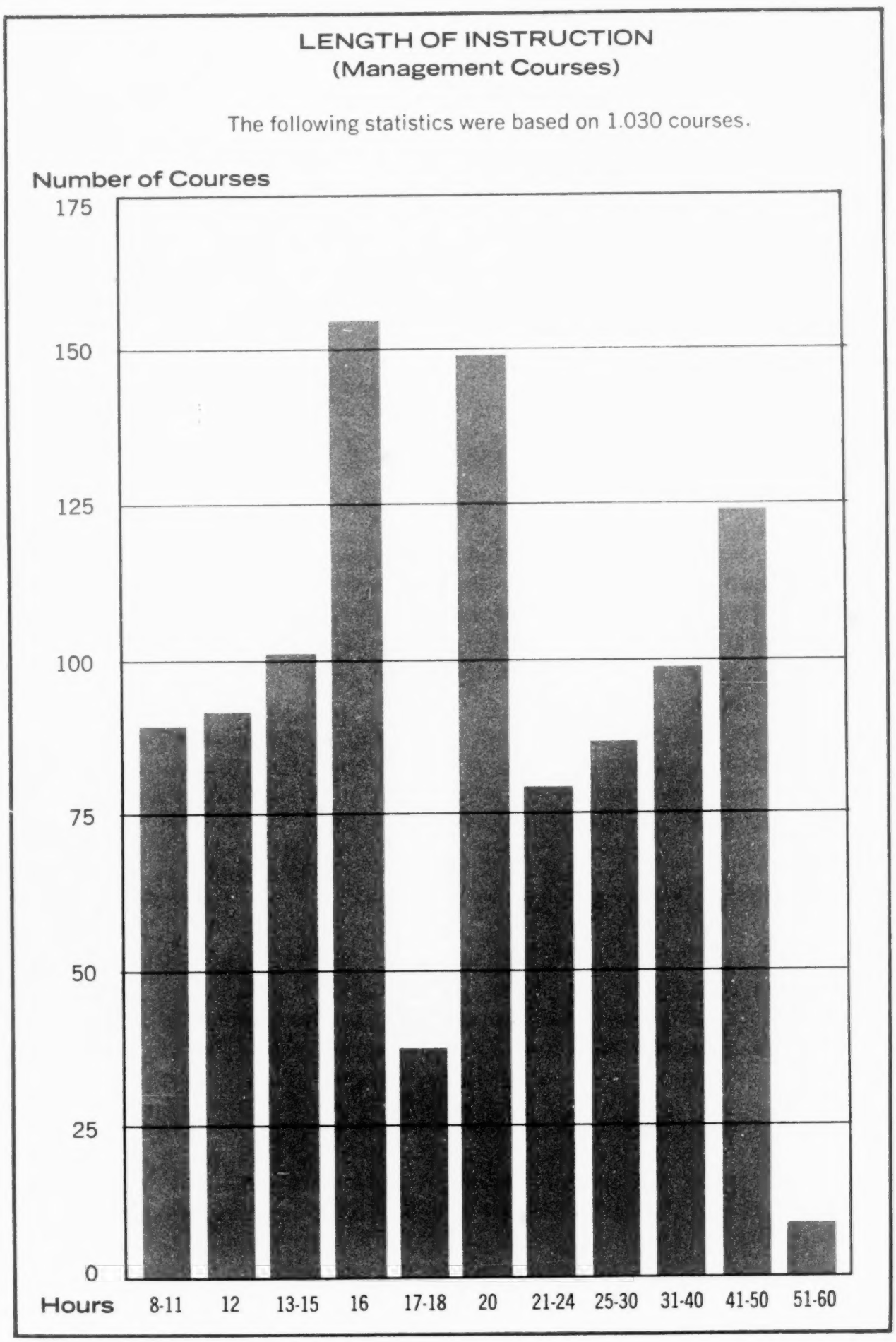
After determining the training needs, the next step is to decide the type of training that will best meet them. Should it be a course, conference, workshop or problem clinic? These four types, cosponsored by SBA, are described below:

Management Courses

A typical management course is a series of evening meetings. They run 8 to 10 weeks. Each meeting is 2 to 3 hours long. Enrollment is usually limited to about 25 to 30 to allow sufficient opportunity for discussion. The instructor should encourage participants to talk and exchange ideas. The graphs on pages 14 and 16 depict the length of management courses and conferences.

LENGTH OF INSTRUCTION
(Management Courses)

The following statistics were based on 1,030 courses.



Two types of courses are offered. The general or "beginners" course covers a number of basic functions or subjects on business management. The advanced course deals with only one broad management function, such as financial management or personnel management. Both types are intended for the owner or manager of a small business.

Management Conferences

A conference is usually a one-day or a one-evening meeting. It covers management subjects, such as taxes or cash flow projections. Generally, about 100 enrollees participate; however, the size of the audience need not be restricted. A conference normally features speakers, panel discussions, question-and-answer period, and work sessions. The latter are discussions of a common problem by small groups in rooms separate from the general meeting hall.

Problem Clinics

A problem clinic is a one-time meeting of a small group of owner-managers (5 to 15) to discuss a common management problem. The coordinator sees that a resource person, with special knowledge or experience with the particular problem, meets with the group. The clinics usually last from 2 to 4 hours.

Workshops for Prospective Business Owners

These workshops are designed for prospective owners of small businesses. Such training usually lasts for 6 hours or more on one day. Or it may be for 2 hours or more on consecutive evenings or consecutive weeks. Where practicable, the number of participants in any one session should be limited to 25 or 30 persons.

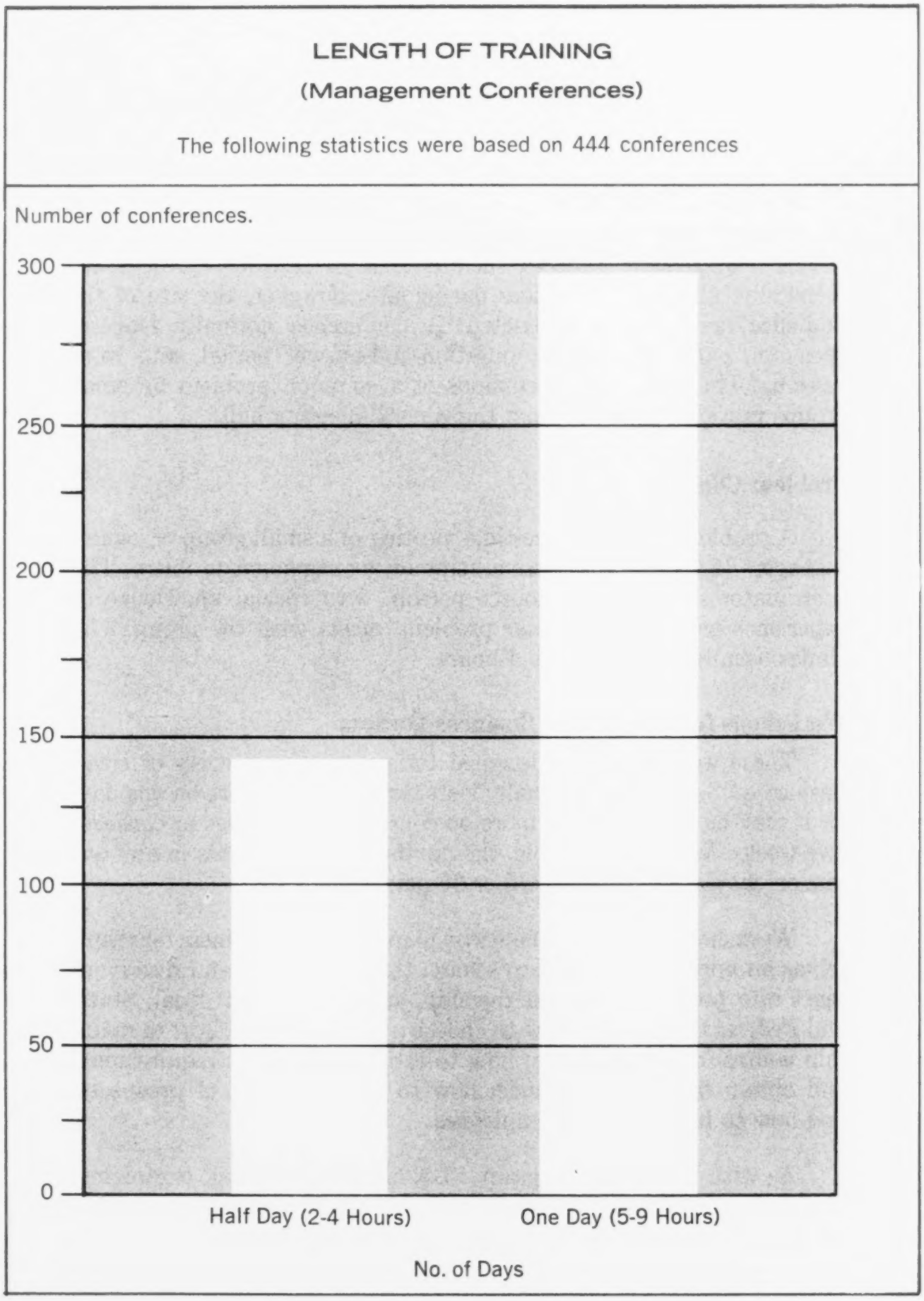
Workshops give individuals who plan to go into business for themselves an opportunity to learn about: the advantages and disadvantages of a proprietorship, partnership, and corporation; local, State, and Federal regulations; how to choose a good location; how to maintain control over operations; how to estimate financial requirements and obtain financial assistance; how to develop a list of prospects; and how to hire and train employees.

As with the course program, SBA helps in planning, organizing, and staffing. SBA will furnish outlines, lectures, visual aids, and movies for use in the workshops.

LENGTH OF TRAINING

(Management Conferences)

The following statistics were based on 444 conferences



SELECTING SUBJECT MATTER

One of the coordinator's important tasks is the selection of subjects that will be useful to the small businessmen who attend the training. The advisory committee, composed largely of local business leaders, can help him. Suggestions made in the committee may be invaluable in putting together a list of subjects. Because members speak the "language" of local businessmen, they also may be able to suggest appropriate word descriptions of the subjects that will appeal to prospective enrollees.

Most of the subjects offered in a basic course program are so broad that a 2- or 3-hour session can touch only the highlights. It may be advisable for the coordinator, once the course has actually started, to ask the group to indicate what specific areas in a general topic, such as "Financial Management," would be of interest to them. If this is done several weeks before the particular topic is to be presented, the information can be passed along to the speaker so he can direct his presentation accordingly.

The following 10 subjects are the most commonly used ones, according to a survey of the subject content of basic small business management courses:

- Selling and Advertising
- Planning for the Future
- Decision Making
- Problems of Communications
- Getting Along With People
- How and Where To Obtain Funds
- Delegating Responsibility
- Policy Determination
- Accounting, Cost Control, and Financial Analysis
- Personnel Training

SCHEDULING TRAINING

Time and place are important when planning a training program. The meeting place and the time must be convenient to the businessmen who are expected to attend. Members of the advisory committee may be able to suggest the most appropriate month, day of the week, hour, and the location that will best fit into the schedule of events in the community. See chapter 8 for more detailed information on scheduling.

Chapter 5

THE ADVISORY COMMITTEE

An advisory committee should be made up of local leaders—business and civic—who are interested in the community's economic welfare. To be representative of the business community, the committee is made up of a banker, lawyer, small businessmen, a representative of the local chamber of commerce, and an accountant. The coordinator from the sponsoring organization is usually the chairman. A faculty member or representative from the sponsoring organization, and a representative from the Small Business Administration also serve on it.

Another person who may be asked to work on the committee is the business editor or a reporter from the local newspaper. He can be helpful in publicizing the program and in preparing the brochure announcing the training.

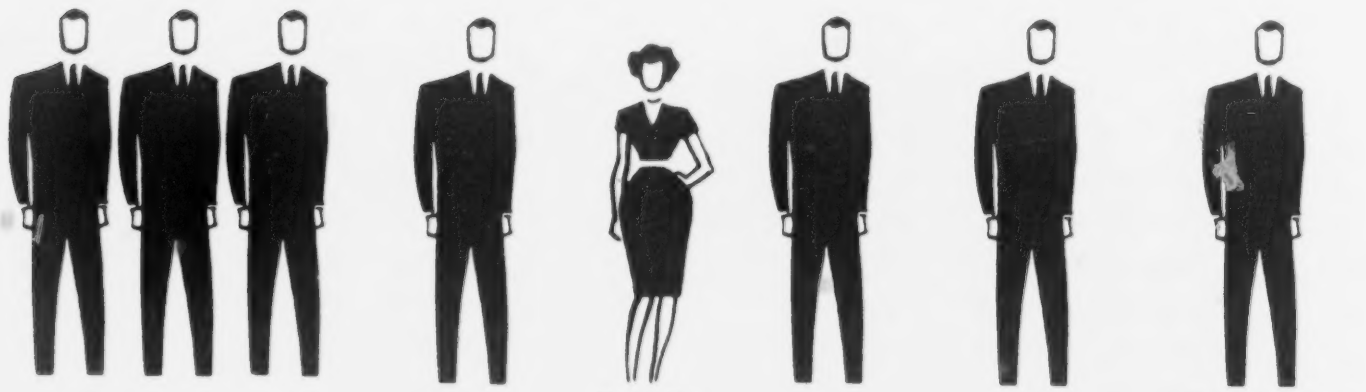
The committee should be large enough to be representative but small enough to be workable. The median size is eight members, which is depicted in the illustration on page 19.

The duties of the advisory committee may vary according to the wishes of the coordinator. However, the functions generally are: Selec-

COMPOSITION OF ADVISORY COMMITTEE

	Range
Bankers	1 to 4
Businessmen	1 to 15
Certified Public Account	1
Chamber of Commerce	1 to 4
Distributive Education Representatives	1 to 4
Faculty Member	1 to 6
Government Representatives	1 to 2
Lawyers	1 to 4
Others	1 to 4
Total size of committee	2 to 21
Median size of committee	8

TYPICAL ADVISORY COMMITTEE



338-155 O - 69 - 4

tion of subject matter; suggestion of names of speakers; suggestion of time and place for holding classes or meetings; suggestion of wording for publicity and ways of publicizing programs; compilation of mailing lists; and conduct of community surveys in certain instances. In rare instances, where out-of-town speakers are used, advisory members may be called upon to entertain them. (Appendix A contains a statement for the advisory committee members which can be reproduced for informational purposes.)

To stimulate discussion, the coordinator should have some specific proposals regarding topics, speakers, and agenda when the committee convenes for the first time. He also should determine how many committee meetings will be required to discuss the topics on the agenda. The number of meetings should be kept to a minimum. Experience shows that most members prefer to have only one or two meetings. In some cases, it may be feasible for the coordinator to meet with an individual member or a subcommittee instead of the full committee.

After the coordinator has handled several training sessions, he may no longer feel the need to use an advisory committee in selecting topics and speakers. Instead, he may want to use the committee to help promote management training and specific training sessions.

At the first meeting of the advisory committee, the coordinator should remind the members of the economic benefits which management training offers their community. He should emphasize the importance of the management job as opposed to the operational or "doing" job. He may wish to give a brief description of the four types of training, as described in chapter 4, and the materials available. He may further recommend the specific type of training he feels to be most appropriate and ask for the suggestion of members.

If the coordinator does not have first-hand knowledge of a typical management program conducted elsewhere, the SBA management assistance officer can furnish him with such an example. The advisory members will be more interested in specific examples of accomplishments than in the theoretical value of such training. In addition, the coordinator should explain how his educational institution or organization can assist and point out the functions of the advisory committee.

USES OF ADVISORY COMMITTEE

Advisory committees helped with training as follows according to a poll of 70 educational institutions. For example, 79 percent of these sponsors used the committee in selecting subject matter.

- **Helped with the selection of subject matter** ____ **79%**
- **Suggested names of speakers** ____ **69%**
- **Helped with promotion** ____ **68%**
- **Suggested a time for class meetings** ____ **67%**
- **Suggested a place for class meetings** ____ **46%**
- **Other (Furnished mailing lists, evaluated sessions, entertained out-of-town speakers, conducted a community survey, etc.)** ____ **9%**

Multiple responses were given in most instances.

The discussion should include also the course content, schedule, meeting place, methods, of presentation, names of possible speakers, instruction methods, preparation of reference materials, publicity for the program, registration fees, ceremonies, and certificates, and evaluation of the training.

Advisory committee members are busy persons. To save their time, it is advisable not to cover too many details in one session. At the same time, it is advisable not to have too many sessions. If the committee is a large one, the coordinator may appoint subcommittees or working groups for details, such as compilation of a mailing list, and the preparation of publicity, and reference materials.

FINANCING THE TRAINING

Who pays for it? is one of the realistic questions in today's society. It stares the coordinator and his advisory committee in the face when they decide to offer management training for small businessmen. To find the answer, they consider questions such as:

What will the program cost?

How large an enrollment may be expected?

What registration fee will be acceptable to local businessmen, yet will meet the expenses?

PRINCIPAL COST ITEMS

Principal cost items include salaries and honoraria, promotional expenses, materials, and rent. The cost of an achievement dinner or other meals also must be considered if they are furnished. These expenses vary from school to school so that it is difficult to spell out exact costs. Some coordinators prepare a budget estimate of expenses and expected income.

A closer examination of the elements included in the cost of a training program may be helpful.

Personnel

Personnel costs may include the salary of the coordinator, fees or honoraria for instructors, and travel and per diem allowances. Depending on the policy of the sponsoring institution, coordinators may or may not be remunerated (in addition to their regular salaries) for conducting or coordinating special courses. In some cases, this may be part of the coordinator's job, such as when he is part of a university's extension division.

Special instructors or lecturers brought in on a one-time basis may receive only an honorarium for travel and out-of-pocket expenses. Many local and out-of-town businessmen and trade association officials donate their services.

Promotion

Preparation and reproduction of brochures and letters; postage; and news media advertising, including newspapers, radio, and television, are items of promotional expense.

Materials

The cost of materials for instructors and students varies greatly. Many institutions use the Small Business Administration's free management assistance publications for instructors and as handouts for the participants. Some also buy the SBA for-sale booklets from the Superintendent of Documents, U.S. Government Printing Office. Other institutions furnish textbooks, notebooks, reprints of articles, and text outlines of course lectures. Film and projector rentals, as well as other instructional material costs, should be considered in developing the training program budget.

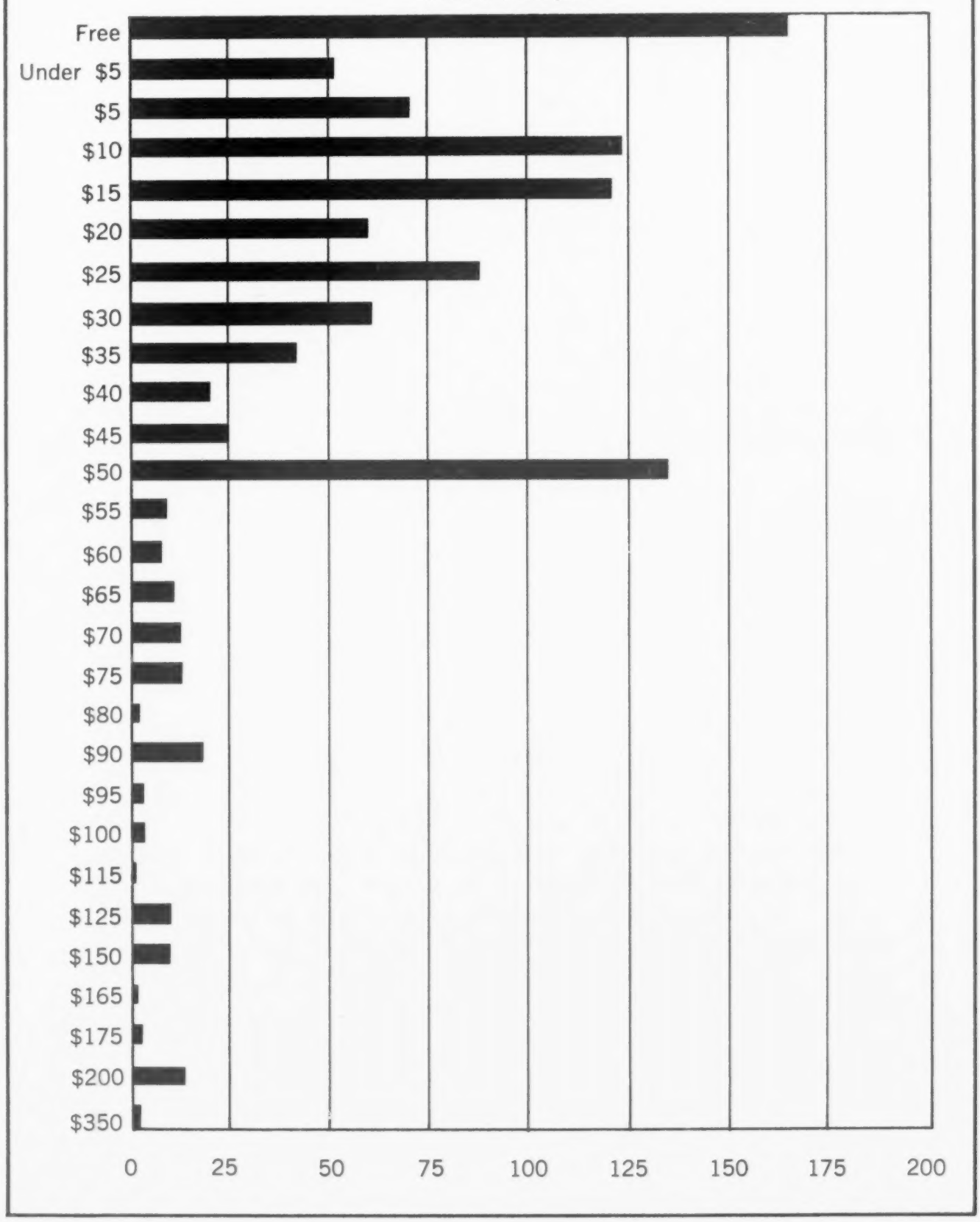
Dinners

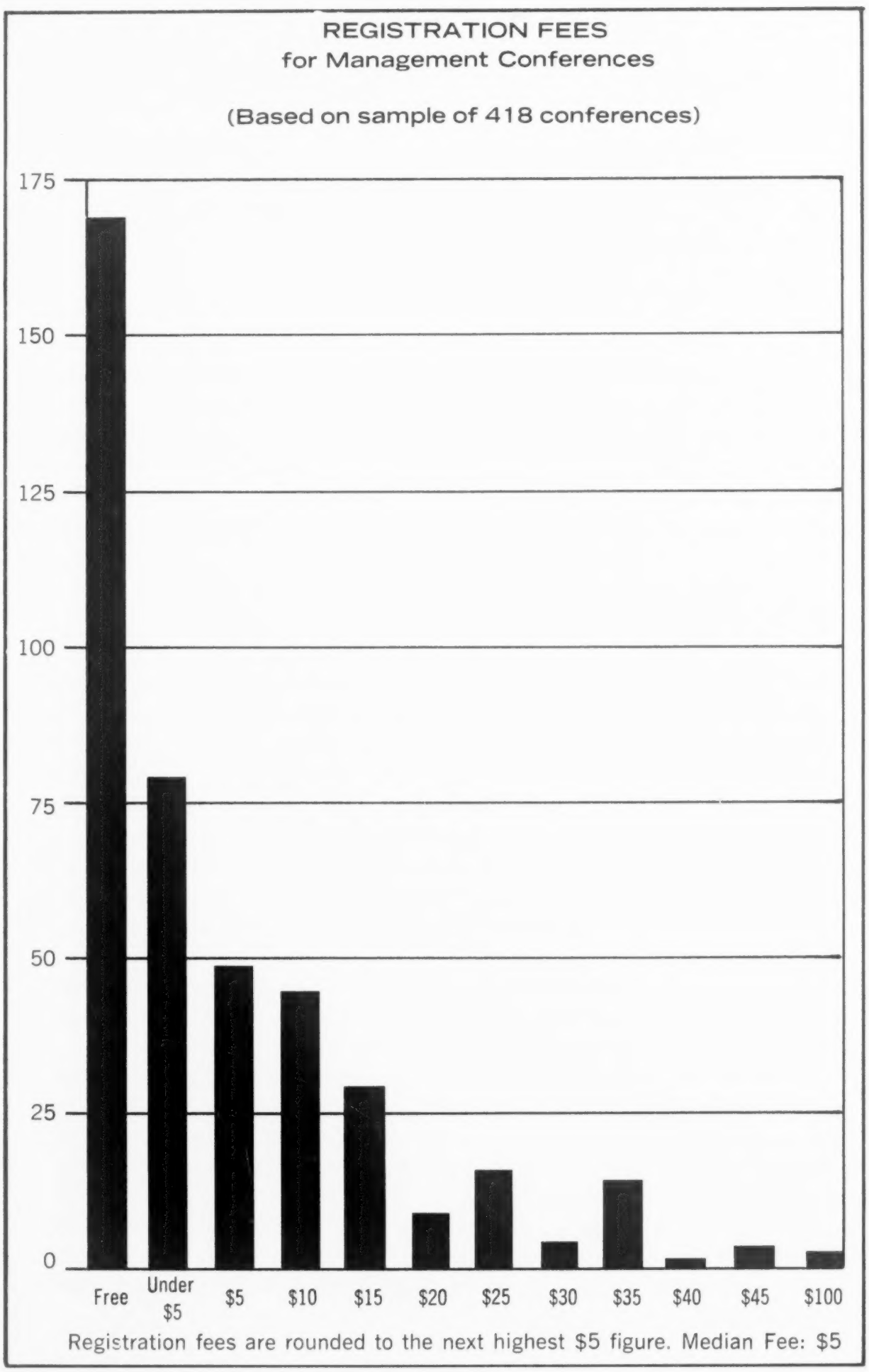
Many of the sponsoring institutions arrange for dinner at either the first or last meeting. Others arrange for a meal at each meeting. Some institutions feel that a banquet and ceremony are a fitting conclusion to the program. The cost of the supplies for "coffee breaks" may be included in the registration fee.

REGISTRATION FEES
for Management Courses

Registration fees are rounded to the next highest $5 figure based on 1,082 courses.

Median Fee: $25




REGISTRATION FEES
for Management Conferences
(Based on sample of 418 conferences)
175
150
125
100
75
50
25
0
Free
Under $5
$5
$10
$15
$20
$25
$30
$35
$40
$45
$100
Registration fees are rounded to the next highest $5 figure. Median Fee: $5

Other Expenses

General overhead, classroom rental, or allowances for heat and light may need to be included in the course budget. Again, this will vary considerably according to school policies.

SOURCES OF INCOME

The principal source of income is from the registration or tuition fee paid by the participants (businessmen). Most college and university courses for small businessmen are financed by tuitions, while the Distributive Education sponsored courses are financed by tuition and local, State, and Federal funds. Some universities and colleges offer the courses as a public service, with little or no charge to the participants.

REGISTRATION FEE

To determine the registration fee to be charged, the coordinator should add up all expected income, such as contributions by the educational institution or trade associations. This amount should be deducted from the estimated expenses. The remainder should be divided by the anticipated enrollment. The result is the minimum registration fee. A margin may be added for budget error and surplus.

Working out a tentative budget helps the coordinator to arrive at registration fees which he can discuss with the advisory committee. The committee may be helpful in seeing that the proposed fee is acceptable to local businessmen. The fee should be reasonable so that it encourages owner-managers of even the smallest firms to attend. On the other hand, if the fee is too low, some businessmen may not enroll because they believe the instruction will be of poor quality.

If the fee for certain types of management instruction cannot be kept within reason, the coordinator may wish to explore the possibility of a subsidy. Perhaps the sponsoring organization, trade association, or the business firms with which the advisory members are affiliated, can underwrite part of the cost.

The charts on pages 24 and 25 illustrate the range of fees charged in a recent year by various educational institutions, trade associations, and professional and business organizations, for courses and conferences.

Chapter 7

SPREADING THE WORD—PROMOTION

The best made plans of mice and men often go astray—especially when they aren't promoted. Prospects have to be told about management training, as well as sold on it, if they are to become participants. Inadequate enrollment can usually be traced to inadequate promotion. When the coordinator works on spreading the word for a specific unit of training—such as a course—timing, media, and direction are important.

TIMING

Training should be scheduled far enough in advance to allow sufficient time for promoting. The time tables in appendix B include a suggested schedule of publicity in a course program. A minimum of 3 weeks should be allowed between the first mailing of announcements and the date a course begins.

The timing and effective use of promotional media will require continuous attention of the coordinator.

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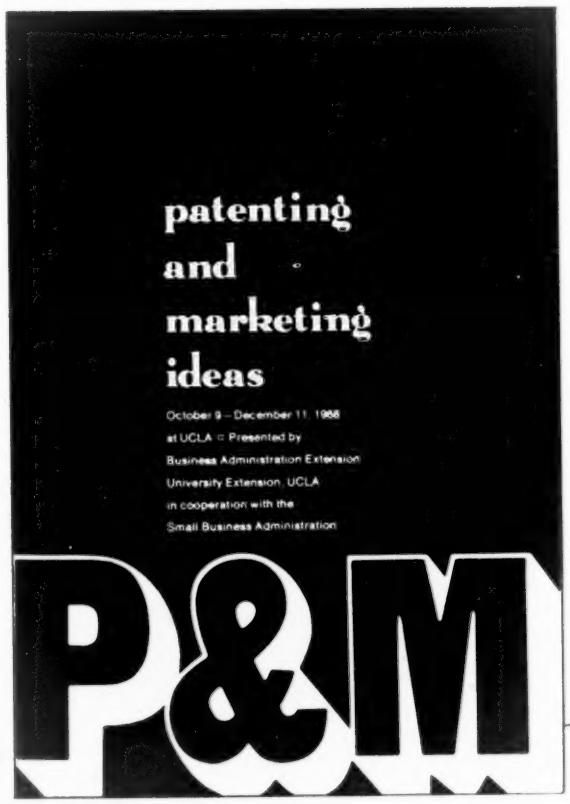

HOW TO SUPERVISE

A TEN HOUR COURSE

for

Owners, Managers & Supervisors

WEDNESDAY EVENINGS

7:30 — 10:00

OCTOBER 30, NOVEMBER 6,

13, 20, 1968

at

McQUILKIN HALL
PATRICK HENRY HIGH SCHOOL
2102 GRANDIN AVENUE, S. W.
ROANOKE, VIRGINIA

Presented By

DISTRIBUTIVE EDUCATION SERVICE
ROANOKE VALLEY PUBLIC SCHOOLS
ROANOKE MERCHANTS ASSOCIATION
SMALL BUSINESS ADMINISTRATION

Management By Objectives

Unemployment Insurance Administration

How To Instruct Effectively

September & October 1968

+

The Office of Special Programs
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SMALL BUSINESS MANAGEMENT INSTITUTE

A Distributive Education Service

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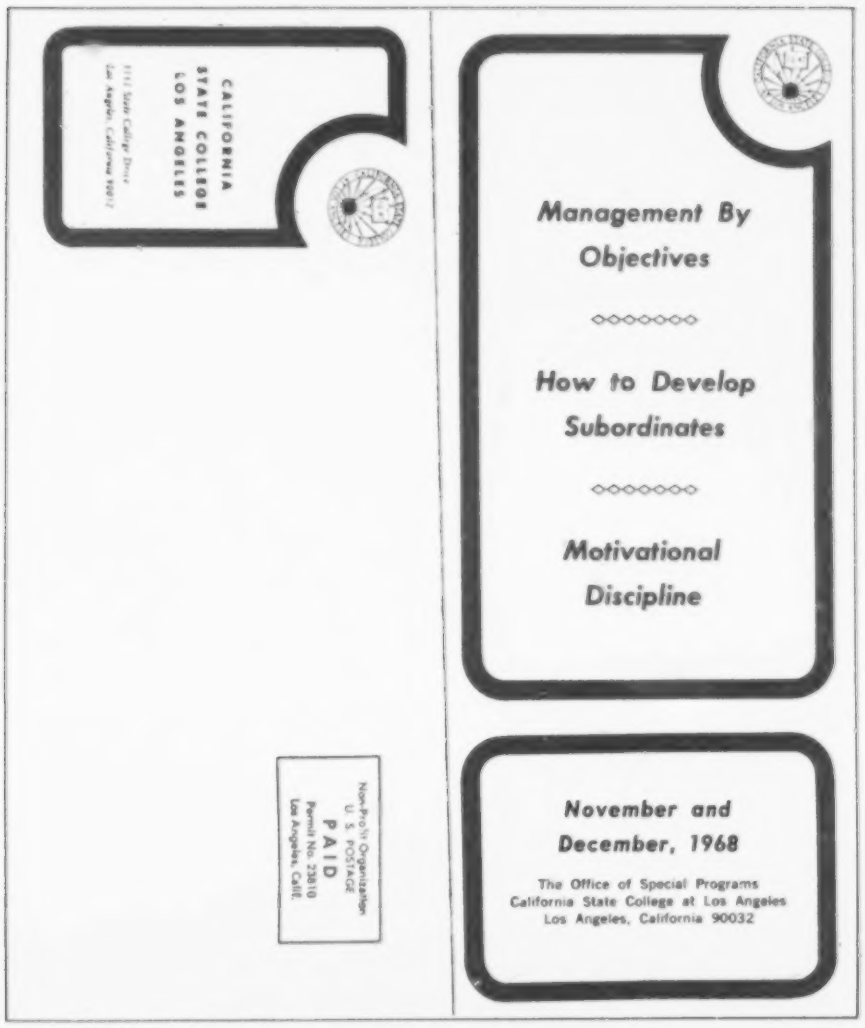
Small Business Administration

Typical Management Training Brochures



PROMOTIONAL MEDIA

The coordinator has a variety of media available for promoting small business management training. The following have been used successfully:

Direct Mail. The most popular form of direct mail is an attractively printed brochure. Detailed information on preparation and distribution of brochures is contained in appendix C. Covers of typical brochures are shown on pages 28 and 29 of this chapter.

Letters from the coordinator, SBA regional director, or the advisory committee have also been used. The mailing list may be prepared by the sponsoring institution from business lists and directories. Local cooperating business associations and SBA also have lists of businessmen which may be used.

Newspapers. Local newspapers have cooperated in giving news coverage to programs as they develop. The first story can be the announcement of the advisory committee meeting and the proposed date for the course. As plans shape up, additional news stories can be printed. They can give information, for example, on registration, starting dates, and the speakers. Often, it is desirable to invite a reporter to the opening session for a first-hand story. A story of the closing exercises may encourage others to attend the next course or to participate in the next training offered.

Newsletters. The newsletters of trade associations and organizations, such as chambers of commerce, are excellent media for reaching a specialized group of businessmen.

Personal Contacts. The coordinator and the advisory committee members may telephone or visit friends and associates and ask them to participate in the training.

Radio and Television. Some local stations furnish time for spot announcements as a public service.

Public Talks. Announcements may be made at meeting of local business and trade associations, especially at meetings of the ones who are sponsoring the training.

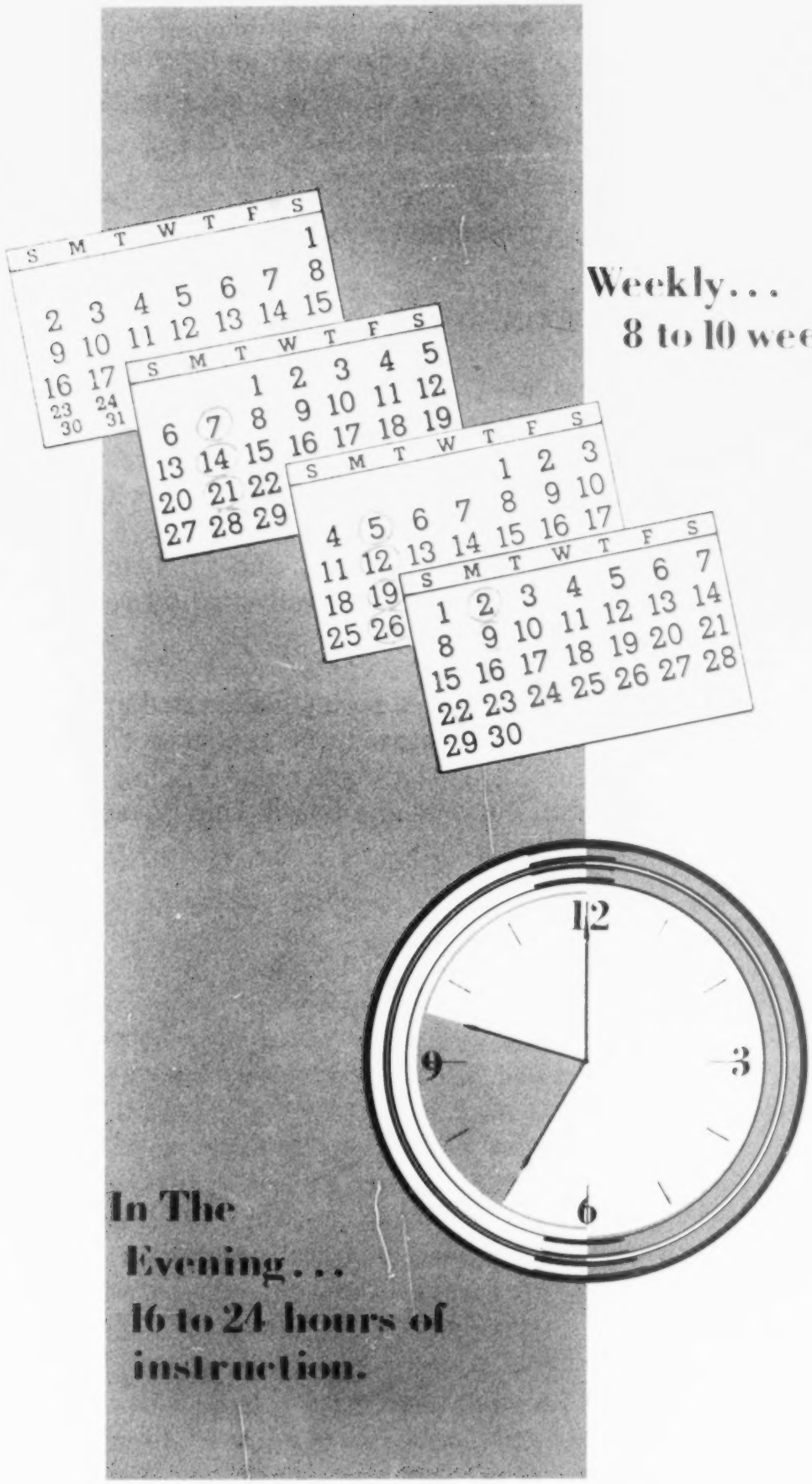
Other Media. Some courses have been publicized through paid announcements in newspapers and over radio and TV. Banks have included announcements of courses with their statements or other brochures to their customers.

The important thing is that the coordinator makes certain that every appropriate form of promotion is used to the best advantage.

DIRECTING PROMOTION

The type of training being offered will dictate the direction the promotion will take. For instance, much of the training is directed toward a heterogenous group. Such a group is made up of owner-managers from a variety of businesses. Promotion for this group should: (1) stress the fact that management problems are similar as long as they are at the administrative level, and (2) point out the advantages of gaining insights from the problems and solutions of other small businessmen.

When the training offered is to a special designated group, such as a group of manufacturers, or a group of appliance dealers, the promotion can be pinpointed to that group's needs. Mailing lists from trade associations and local business groups will help the coordinator in directing mail to a selected group.



Weekly...
8 to 10 weeks

In The Evening...
16 to 24 hours of instruction.

Chapter 8

DETAILED PREPARATION

A house built without blueprints will not long endure. Similarly, the most highly promoted training program will not succeed unless it is planned in detail.

The "blueprint" which the coordinator uses should include: (1) scheduling the training well in advance; (2) choosing the instructors with care; (3) supplying them with the necessary information and materials in sufficient time for their preparation; (4) arranging for the physical accommodations of the participants; and (5) planning appropriate exercises to recognize those completing the training.

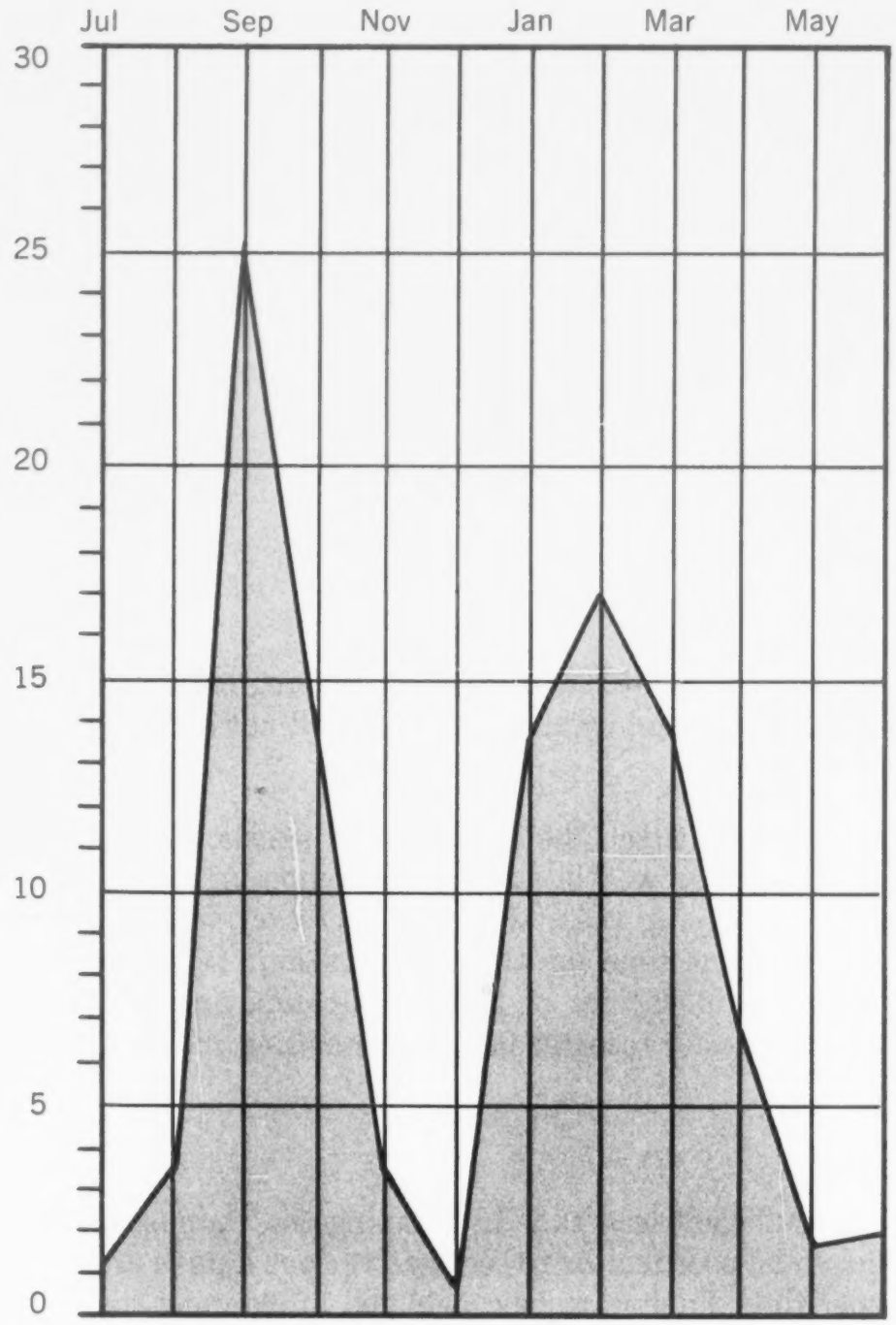
SCHEDULING

Allowing sufficient lead time in planning the training is vital. A schedule helps the coordinator to see that various details are handled at the proper time. Factors to be considered in planning the training are the month, day of the week, and time of day the training is to be held.

MONTHS COURSES STARTED

(Expressed in percentages of total sample)

The total sample for the following statistics was based on 1,133 courses.



Day of the Week

1. What nights are local businesses open for late shopping?
2. What nights are preempted for other activities of businessmen, such as chamber of commerce meetings, company bowling leagues, and other group business activities?
3. What nights are used by local church and fraternal groups?
4. Are certain days set aside for civic club luncheons or dinner meetings?

Hours of the Day

MORNING. In determining the hours for a one-day conference or workshop, certain questions must be answered. For example:

1. When does the morning business rush begin?
2. Should the meeting hour be set enough in advance of the rush hour to allow sufficient travel time for the businessmen to get to work?
3. Is there a day when most retailers open later than usual, because they close late?

EVENING. Evening sessions are often easier to arrange than daytime ones. The main consideration in setting opening and closing hours for evening sessions are listed in the two questions that follow:

1. What time will permit the businessmen to close their offices, eat, and arrive at the meeting place without undue haste?
2. Considering the length of the class sessions, what closing hour will permit the participants to return home at a reasonable hour?

Time of Training

The illustration on page 32 shows the pattern of a typical course. The schedule, in this case, is at 7 p.m. The class would meet on Tuesday for 8 to 10 weeks. Each session would be 2 or 2½ hours long.

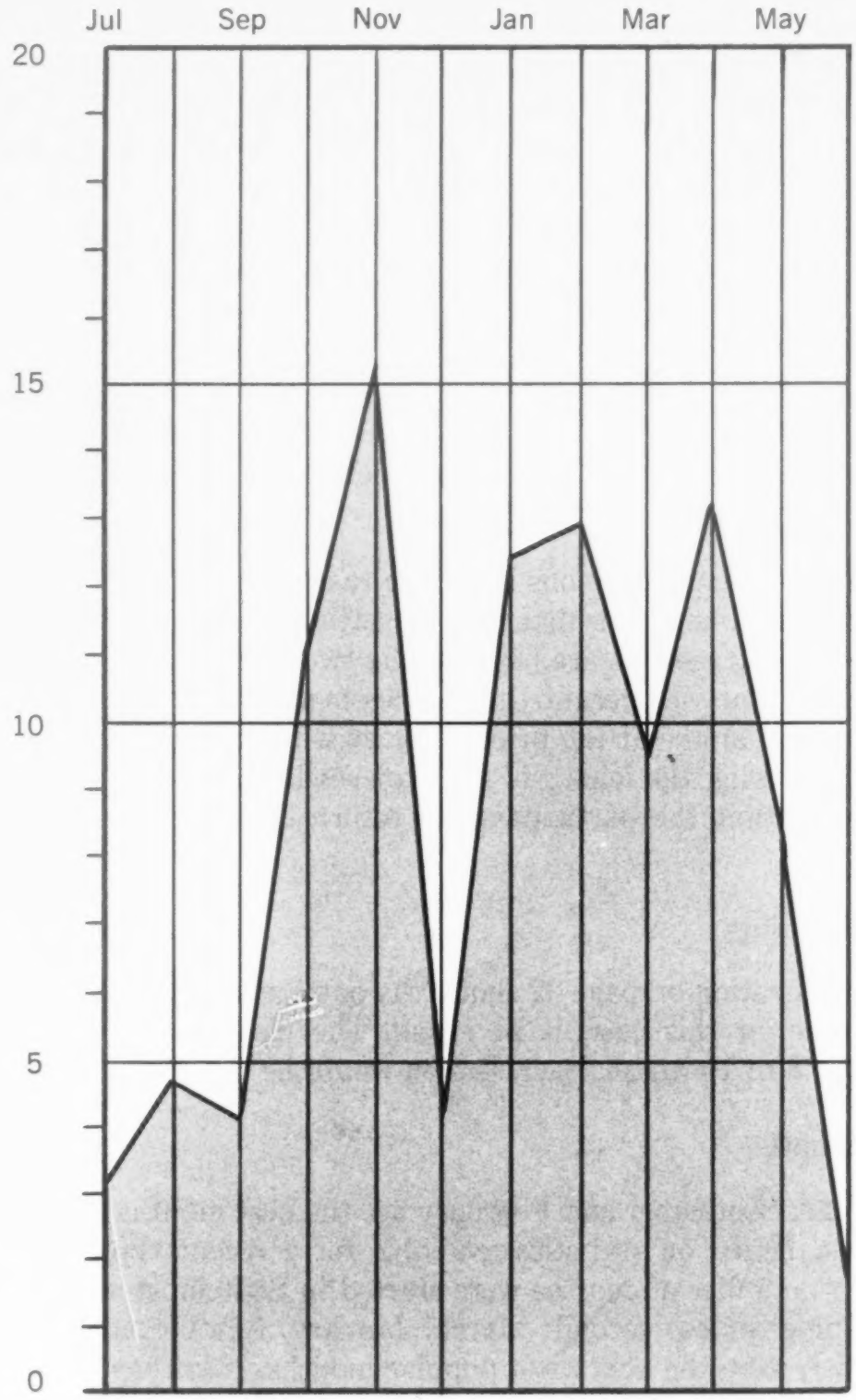
Starting Month

COURSES. September and February are the best months for starting courses. Based on statistics available for a recent typical year, the greatest number of courses were started in September with February running a close second. March, January, October, and April, in this order, were the next most popular months. (See chart on page 34.) Summer months are generally not the best time to begin a management program because of academic and business vacations. Late

MONTHS CONFERENCES WERE HELD

(Expressed in percentages of total sample)

The total sample for the following statistics was based on 466 conferences.



November, December, and early January are times of heavy business activity, particularly for retailers, and should be considered carefully in determining starting dates. Training should begin early enough during the fall season to avoid sessions running into Thanksgiving and Christmas holidays.

CONFERENCES. The coordinator has more freedom in scheduling conferences than courses because of the time element. A conference takes only one day (or less) of a small businessman's time, whereas a course ties him up for one evening each week for 8 to 10 weeks.

According to statistics for a typical year, as shown in the chart on page 36, the largest number of conferences was held in November. April, February, and January were the next most popular months.

WORKSHOPS FOR PROSPECTIVE BUSINESS OWNERS AND PROBLEM CLINICS. Workshops and problem clinics are similar to conferences as far as scheduling is concerned. Because of the broad appeal, a workshop for prospective small businessmen is usually the most effective program to impress a new community with the value of management training.

LOCATION

The location for the training should be convenient and accessible to the majority of the participants. Adequate parking should be available in the vicinity at the time of the meeting.

Most courses are held in classrooms (on the campus or in downtown centers) of educational institutions. However, they need not be. Any room that is properly ventilated and lighted can be used. It should be informal in appearance, comfortable, and conducive to lectures and discussions. Many hotels, restaurants, and churches, and business associations have rooms that are suitable for training sessions. The cafeterias of high schools in rural communities serve as excellent accommodations for large group meetings.

CHOOSING INSTRUCTORS

When possible, the coordinator should know the capabilities of each speaker he plans to use. Otherwise, he must choose from available speakers and help them to present their subjects in a practical manner. He will want to emphasize the needs of the audience and the objectives of the training, and see that speakers get instructional materials. In selecting speakers, emphasis should be placed on knowledge and experience in the particular topic rather than skill in lecturing. But even so, no one likes to hear a lecture read.

On the first course, it may be especially difficult to know in advance how effective an instructor will be. Naturally, the second and succeeding courses should be easier to staff because of the experience gained.

As suggested in chapter 5, the advisory committee may be of help to the coordinator in preparing a list of possible speakers.

BRIEFING THE INSTRUCTORS

Some of the speakers may have little or no experience as instructors. They are businessmen and competent in a specialized field. They may need help in preparing and presenting a lecture even though they may be excellent after-dinner speakers. They may need suggestions, for example, for encouraging audience participation even though they are accustomed to giving short briefings to their own associates.

The professional businessman giving the lecture may need guidelines on subject matter presentation. Two kinds of SBA materials can be used in providing such guidelines. One is the *Instructor's Manual* series in which each volume deals with one subject. The other is the *Coordinator's Kit.* Part I contains lectures for discussion leaders which can be reproduced. The professional educator may appreciate copies of these two kinds of guidelines. (For details, see "Training Aids and Materials" in chapter 9.)

TESTING ON SUBJECT MATTER

Some coordinators may wish to have the instructors test the participants on a given subject before proceeding with the lecture. If this is done, it will be necessary to test the participants again upon the conclusion of the training to measure the effectiveness of the instruction.

Since many adults resent being tested, the instructor should explain that the purpose of the test is for his guidance only.

SELECTING TRAINING MATERIALS AND EQUIPMENT

Detailed preparation involves insuring that the necessary materials will be on hand when needed. The coordinator should reserve the visual aids, films, and television tapes well in advance of the dates they will be needed by the instructors. He should also order the materials needed for the participants in sufficient quantities.

In addition, the coordinator should be sure that equipment—such as projectors, screens, and sound apparatus—are in operating

condition when needed. A blackboard (with chalk and eraser) should be available for the instructors. The coordinator should also reproduce any materials in the appendices of this *Guidebook* which will be needed by the instructor.

The coordinator should see that materials are passed out to the participants prior to the lecture. Thus, the businessmen can familiarize themselves with the topic and be better prepared to participate in the discussions.

PLANNING HOSPITALITY

The classroom or meeting place should be comfortable and conducive to informality. Most small businessmen feel more relaxed in an informal setting. Various devices for making participants feel "at

home" have been used successfully in previous sessions. The coordinator may wish to use several or all of the following devices to encourage participants to feel "at home."

1. Have each businessman identify himself and his business at the first session of a course. Time may be allowed for a brief description of his business and its product or service. Of course, such a practice is not feasible in a one-day conference attended by 50 or more persons.

2. Provide each registrant with a nametag, using his first name or nickname—especially important in one-day meetings.

3. Provide nameplates for each participant, if tables are used. The name should be printed large enough to allow the instructor and other participants to read it. To save expense, each participant can print his own nametag and nameplate with a marking pen.

4. Furnish note pads and pencils.

5. Arrange coffee breaks to relieve physical tension and encourage discussion among the participants.

6. Arrange tables and chairs in a manner conducive to discussion, as well as listening.

7. Provide facilities for the hanging of coats and hats.

ACHIEVEMENT DINNER

A dinner for class members is an effective way of presenting the certificates. Frequently, the wives of the businessmen have been invited to attend. The dinner speaker may be from public life or business. Members of Congress and Governors of States—recognizing the importance of small business to the economy—have been among the outstanding speakers at such occasions. SBA will help in obtaining appropriate speakers when asked to do so.

Chapter 9

PRESENTATION

One of the tests of training is in the presentation. Poorly presented facts, opinions, and insights are of little value to the owner-manager who seeks to improve his management techniques. A busy man, he wants practical answers presented in terms he can grasp quickly.

The coordinator has to be sure that his instructors understand this point. He may want to make them aware of two critical comments which often appear on evaluation sheets. Those criticisms are:

"The speaker wasn't prepared and didn't know his subject."

"He talked over our heads, concerning himself with big business rather than small business problems like we have."

The coordinator can help his instructors in briefing them on the SBA materials they can use in preparing their presentation. He should encourage them to develop practical illustrations of ingenious management techniques. Also, he should give them copies of the appropriate handout materials ahead of time.

The coordinator can further help the speaker by providing him with a composite picture of the class. This briefing may include such

information as the number of enrollees, their sex, and educational background, types of businesses represented, age of the firm, and the number of employees. (See appendix D.)

An illustration of how two universities furnish this information to speakers and instructors is shown in the "Notes for Speakers" (box on page 43) and the "Instructor's Briefing Sheet" (box on page 44).

PLANNING A RECAP

Some coordinators prepare and distribute a summary of the presentations to the small businessmen. When a recapitulation is used, the coordinator should plan ahead so that adequate personnel is available to prepare such a summary.

PREPARING TO RECOGNIZE GRADUATES

Graduates, especially those who finish courses, should be recognized. They can be awarded certificates of completion at an appropriate ceremony. The certificates emphasize the importance the sponsoring educational institution and the SBA attach to management training for small businessmen.

Certificates. The sponsoring organization should set the criteria for awarding certificates. For example, in an eight-session course, the participant may be required to attend at least six meetings. Sample certificates are shown on page 45. In addition to the seal of the educational institution or sponsoring organization, the certificate may carry the SBA seal. The SBA seal shown on page 77 of this *Guidebook*, may be reproduced and used for courses cosponsored by the Agency. If the school desires, the certificates may be cosigned by the SBA director.

ENCOURAGING DISCUSSION

A question period helps to encourage discussion and provides instructors with feedback. Since some participants hesitate to ask a question during the lecture period, it may be preferable for the questions to be submitted on cards during the break.

Some coordinators have the participants submit several questions in advance of the session. The speaker then comes prepared to answer the questions during his lecture. One advantage here is that the speaker is aware of the interest of the businessmen before the session and can present his material accordingly.

NOTES FOR SPEAKERS

The coordinator can further assist the speaker by giving him a composite picture of the class. Here is an example of a "Memo for Speakers" used by the Extension Division, University of California, Southern Area, at Los Angeles.

"The information below is descriptive of the general character of the Section I class which you will soon address. These facts are provided as background for your approach to this particular group.

Class Enrollment

Male, 24; Female, 1

Type Firms

All Manufacturing

Number of Employees in Class Members' Firms

	firms
100 or more employees	4
75–99	2
50–74	4
25–49	11
15–24	2
Under 15	2

Age of Firms of Class Members

	firms
Over 20 years old	3
15–19	1
10–14	11
5–9	7
Under 5	3

University Background of Class Members

M.S. Degree	1
B.S.	6
B.A.	2
3 years college	2
2 years college	4
1 year college	2
None	8

Products of Firms of Class Members

Tools, hardware, aircraft parts and tools, soft water tanks, refrigeration equipment, apparel, electric signs, tractor parts, plastics, test laboratory, cabinets, machine shop.

TRAINING AIDS AND MATERIALS

SBA furnishes materials which coordinators and instructors can use in their presentations. Although a few of the materials appear to be designed for specific types of training (workshops, for example), they may be used wherever appropriate.

INSTRUCTOR'S BRIEFING SHEET

In part, the "Instructor's Briefing Sheet," issued by the Bureau of Business Management, University of Illinois, advises speakers:

"There will be about 50 in attendance—a small audience—in rooms where we think the use of a public address system will not be necessary for those with ordinary speaking voices. The room will have a blackboard and a lectern or reading stand for your notes. If you need a projector (we have most kinds available) or an easel for flip charts or other properties, please let us at the Bureau know well in advance your exact requirements. We find visual aids are well received and, if you are using charts, they should be readable at 50–60 feet distance. If you wish material reproduced for handouts, please see that this reaches us not less than 2 weeks prior to the conference to allow time for reproduction.

"We encourage the maximum amount of audience participation at our institutes. Within the time allotted you, we hope you will allow time for questions from the floor. You may wish to do this by allowing interrupting questions throughout your talk. However, some feel that their presentation is more orderly by holding questions until the end of the period. Frequently questions which occur to the audience early are answered logically during the course of the talk without being brought up from the floor. This is purely a matter for your judgment and preference. We do want to say again, get your listeners to participate!

"Students are equipped with notebooks and we hope your material will be organized so that you can through your remarks give them an outline of the subject or at least some of the major points. It may be helpful to write just a word or two on the blackboard at times to point these up. We encourage note taking with the feeling that writing something down helps students to keep it in mind even if they never look at the notebook again. We think that passing out complete speeches or outlines at the beginning of the period lessens interest in what you say, although, as we said before, we will be glad to reproduce any material you wish to hand out. We recommend handouts at the end of the period unless the material is to be worked upon or followed during the period."

The instructors may prefer to pass out SBA publications and other materials relating to a particular subject prior to the lecture. In this way, the participants have the opportunity to become familiar with the subject and should be better prepared to take part in the session.

The materials described below may be obtained or reserved at the cosponsoring SBA field office.

Instructors' Manuals. These booklets are presentations on various management subjects for the use of coordinators and instructors of SBA-consponsored courses. Each volume is designed to aid the course leader in preparing one or more sessions of a management course. The package includes a teaching outline, a text, visual aids,

Southeastern University

This is to Certify that

has satisfactorily completed the prescribed course in

and is hereby awarded this

Certificate of Attainment

President of the University

Director

Given at Washington, D.C., this
day of

University of Wisconsin

UNIVERSITY EXTENSION DIVISION

This certificate is awarded to

in recognition of attendance and participation

Current Management Problems Institute

Dean, School of Commerce

Moderator

Director, Extension Division

Small Business Administration

handout materials for class members, case material, suggested homework assignments, and a bibliography. The instructor can seldom use a topic as is. He should adapt the lecture and other features to the business conditions prevailing in the specific community. A list of titles is available from the nearest SBA office.

Visual Aids. Transparencies are available for each topic in the *Instructor's Manual* series and for the workshop script. They are 8″ x 10″, designed for use on overhead projectors. Sponsoring educational institutions may borrow them from the SBA.

Films and Television Tapes. 16-mm sound motion picture films and magnetic TV tapes are available for loan on many management subjects. The coordinator can reserve these films by contacting the SBA field office. Lead time must be allowed because they are shipped from a central location. If training, such as a course, is broadcast over a local TV station, TV tapes or films are available. (See appendix E for a brief descriptions of films.)

Publications. SBA's free publications—leaflets dealing with management subjects—can be used as handouts. Leaflets (the 115 series) which list the SBA publications are also available for handouts. (See appendix E for descriptions of various series of publications.)

Prebusiness Workshop Script. This booklet contains a discussion (including visual aids, movies, outlines and worksheets), of each subject to be covered at the workshop. Panel members can include local examples of situations, and discussion leaders can inject material from their knowledge and experience.

COORDINATOR'S KIT

The Kit—consisting of three parts—is designed for the coordinator's use in developing and planning training. In addition, new materials, as they become available, are mailed to a regular list of coordinators.

PART I: Consists of this *Guidebook* and additional materials. They are on planning, promoting, and conducting training and may be obtained as single *Kit* items.

PART II: *Management Cases for Small Business Management Training.* This part is a series of case studies in various fields of business management. The cases may be reproduced by the sponsor or ordered from the SBA field office for distribution to participants in cosponsored courses.

PART III: *Lectures and Outlines for Small Business Management Training.* This part consists of outlines, lectures, and subject material, other than cases, for use in management training.

Chapter 10

DID THE TRAINING TAKE?—EVALUATION

A question that plagues educators is: Did the training take? Instructors and coordinators of management training sessions are no exception. They need answers to questions such as: Did the training meet the expectations and needs of the participants? Is the need for additional training indicated? To make such a determination, evaluations must be obtained from those who sat under the instructor.

The instructor may wish to set aside the last 15 minutes of the final session to obtain evaluations. Each participant should turn in his evaluation before leaving the classroom, because experience has shown that few, if any, mail in the evaluations.

The most frequently used tool is a questionnaire. At the end of the training, the participants complete a prepared questionnaire. Appendices F and G show sample formats for evaluating management courses and conferences, and prebusiness workshops. Appendix H is a suggested form for evaluating subjects and speakers for any kind of management training. The use of these questionnaires is not mandatory and the coordinator (or instructor) may modify them to fit his needs.

The evaluations should help the coordinator to plan improvements in repeat training programs and give him ideas for additional training. Depending upon the reaction to various topics, speakers may need to devote more time to some subjects and less to others. Or new topics may be needed in subsequent training sessions. Appendix H, "Evaluation of Subjects and Speakers," is a tool which the coordinator can use in polling participants.

The coordinator should share the evaluation results with the Small Business Administration. They will be used in planning future training and in preparing training materials. The coordinator can help SBA by summarizing the evaluations of each training program. It will be appreciated if he can send his analysis and a list of the names and addresses of the participants to the SBA-cosponsoring field office shortly after the conclusion of the training (within 10 days, if convenient). To make the task easier for the coordinator, a form (which can be reproduced) is included in this *Guidebook* as appendix I on page 75.

Chapter 11

OPPORTUNITIES FOR ADDITIONAL EDUCATION

"Strike while the iron is hot" could be the title of this chapter. It deals with encouraging small businessmen to continue their quest for self-improvement. If the basic management training has aroused the interest of the participants, the last session is a good time for the coordinator to encourage them to continue their education. It is a good time to tell them about any long-range plans for additional training. They can also be told about ways in which they can keep abreast of management development.

For example, the coordinator should tell the class about the advantages of joining any alumni associations that may exist in their community, and professional organizations, such as the National Council for Small Business Management Development. In addition, the class should be reminded of the advantages of joining their local chamber of commerce and any trade association related to their particular business.

ADVANCED TRAINING

Plans for followup or additional training should be announced at the conclusion of the initial training. If none is planned, the coordinator should review the evaluations quickly to see who is interested in training. He can tell them that he will notify them after the evaluations have been studied and plans for advanced training have been made.

The advanced training may have to be given at different nights and hours—depending on the preferences for time indicated on the questionnaires—than the basic course of conference. Preferences expressed by the participants may also mean varying the approach to certain subjects in the future.

In offering advanced training, the coordinator and advisory committee work together. The task is to determine the broad topics that make up a well-balanced management development program for their community.

ALUMNI ASSOCIATIONS

"Alumni" associations offer an opportunity for encouraging participants to continue to seek management training. Such associations are made up of graduates of administrative management courses and have been formed in some communities. The form of an association is not as important as the purpose. The purpose is to perpetuate interest in new developments in business policies and practices.

Chicago is a case in point. There, a group graduating from the first SBA-cosponsored course formed an organization or alumni association. The members adopted their own bylaws and began to hold monthly dinner meetings. After the meal, members would present their problems for discussion by the group. This alumni association eventually evolved into an independent small businessmen's association. The latter's purpose was the advancement of management training for association members.

NATIONAL COUNCIL FOR SMALL BUSINESS MANAGEMENT DEVELOPMENT

Another way for small businessmen to keep abreast of management development programs is by joining the National Council for Small Business Management Development, 351 California Street, San Francisco, California 94104. This is a nationwide, nonprofit organization comprised of businessmen, educators, and Government officials.

Many coordinators of SBA-cosponsored management training are among its members. They find the exchange of ideas which the Council provides an effective stimulus for more dynamic management training. Members of the Council seek to help small businessmen to operate more efficiently and profitably through management development. Its programs include education, research, and exchange of ideas.

As a result of the research and evaluation, recommendations for program improvement are published as a part of the annual proceedings or as separate committee reports during the year. A nominal membership fee entitles members to receive a copy of *The Journal of Small Business Management,* which is published quarterly, and the Council's newsletters. Non-members may subscribe to the *Journal* for $3 per year.

Annual conferences are held. At them, the businessmen, themselves, present their ideas on management development programs. Full proceedings of each conference are published and issued to members each year. In addition, the Council presents an award each year to the Outstanding Small Businessman of the Year.

TRADE ASSOCIATIONS

Trade associations act as a clearinghouse for information and enable their members to keep abreast of progress in their particular field. In addition, they frequently conduct training in various aspects of their particular operation.

Appendix A

STATEMENT FOR MEMBERS OF ADVISORY COMMITTEES

When you have decided to help your business community by becoming a member of this committee, you have taken the first step toward decreasing the probability of business failures in your community. Your local training coordinator will appreciate the help you can give him and his associates in this worthwhile undertaking.

The following sections will give you a general idea of the role you will play in the total effort.

WHAT IS MANAGEMENT TRAINING FOR SMALL BUSINESS OWNERS?

This is an educational program conducted by a local educational institution, civic group, or business organization, and cosponsored by the Small Business Administration. Its purpose is to assist owners and managers of small firms to strengthen their position as managers of their businesses. It is a program designed for owners and managers, rather than employees, and is concerned with administrative management rather than day-to-day operations. Four types of training are offered: workshops for prospective business owners, problem clinics, conferences, and courses. It is with the last two that the advisory committee members are mainly concerned.

WHAT ARE THE DUTIES OF AN ADVISORY COMMITTEE MEMBER?

You have been asked to become a member of the advisory committee because you are recognized among the businessmen of your community as a person of ability and experience. In this capacity, your advice and counsel is needed to assist with the organization and promotion of small business managment development for the businessmen of your community.

Your help is needed to assist others like yourself, as well as the educational institution or organization conducting this program in your community, to:

1. Decide upon the scope and content of typical subjects for each session of the course or conference.
2. Decide on names of speakers or consultants for each session.
3. Suggest time and duration of each session.
4. Devise ways and means of promoting course attendance among those in your community most interested in, and needful of, such an educational program.
5. Serve, in general, as a consultant on programming, staffing, and administering, to representatives of the organization conducting the training.

ADDITIONAL INFORMATION

Programming. A typical course will operate for 8 weeks, one evening per week for two and a half hours. A typical conference, consisting of one or more meetings, usually covers one management subject. Costs are defrayed by the businessmen who attend the training, thus making such programs financially self-sustaining. The fee should be so designed that it will cover all operating and out-of-pocket expenses. Members of the advisory committee are in no way financially responsible. Topical subjects to be discussed will vary from locality to locality, in accordance with the expected types of persons to be enrolled. Some typical subjects discussed in the past have been:

Decision Making—How to Analyze Management Programs
Factors Which Will Determine Success
How to Attract and Hold Qualified Personnel
How to Develop More Business
How to Meet Long-term and Short-term Capital Needs
Legal Aspects of Your Business
Planning for Future Growth
Using Your Accounting Records for Profit
The Use and Abuse of Credit in Business Operations.

Staffing. The various subjects should be presented by specialists proficient in their respective fields. Try to secure a balance between the practical and theoretical. Use consultants from the educational institution when practical, and call on speakers from business when the situation dictates. One individual appointed by the conducting institution usually acts as coordinator. He is the guiding director and attends and supervises all sessions.

Administering. The sponsoring educational institution or organization assumes responsibility for educational and financial aspects of the course. The Small Business Administration assists with promotion and acts as a clearinghouse for ideas concerning subject matter, teaching methods, and administrative techniques. Usually, these two organizations are assisted by the active cooperation of local organizations or groups, such as the chamber of commerce, local or State manufacturing associations, retailing and wholesaling associations, and similar business groups.

Note to Coordinator. This statement is for the guidance of members and prospective members of local advisory committees who assist in the planning of small business management training programs.

Appendix B

TIME TABLE

For

ORGANIZING MANAGEMENT COURSES*

To Begin in October

Middle of May	Discussion of plans and the establisment of an early October beginning date by representatives of the educational institution and the Small Business Administration. Consideration of prospective members for the advisory committee.
Early June	Meeting of the advisory committee to discuss the program, prospective speakers and promotional plans; and to fix the definite starting date, day of week, length of session, best location for conducting the course, and so on.
Middle of September	Second meeting of advisory committee. This meeting is primarily for the purpose of announcing the beginning of the promotional campaign. Printed brochures describing the course are to be distributed to advisory committee members. Specific plans for members' activities are to be completed, such as their talking with individuals and before business groups to encourage enrollment. First mailing to prospective enrollees is to be made. Stories are to be released to newspapers, radio and TV stations. All SBA *Aids* and other materials should be ordered which are to be distributed to class members during the entire course. It is recommended that where possible thirty days be allowed for receipt of material.
End of September	Second mailing to be made, if necessary. Second story to be released to newspapers, radio and TV stations.

*The same kind of planning is usually needed for conferences and workshops.

TIME TABLE

For

Repeat or Followup Courses

To Begin in April

Middle of February	Discussion of plans and establishment of the approximate beginning date by representatives of the educational institution and the Small Business Administration.
Latter Part of February	Meeting of the advisory committee to finalize the program, promotional plans, starting date, and so on. Story to be released to newspapers, radio and TV stations. All SBA *Aids* and other materials to be used for distribution for class members are to be ordered.
Early March	Second meeting of advisory committee for receiving the promotional materials. Printed brochures or announcements are to be distributed to committee members. First mailing of announcements is to be made. Second story to be released to newspapers, radio and TV stations.
End of March	Second mailing to be made, if necessary. Third story to be released to newspapers, radio and TV stations.

Appendix C

PREPARATION AND DISTRIBUTION OF BROCHURES

It takes considerable time to publish a good brochure. If this is the coordinator's first experience in planning brochures to publicize training programs, he may find the information and checklist in this appendix helpful. The SBA-cosponsoring field office will be able to furnish sample brochures which have been used successfully in various training programs. Some examples of these are shown in chapter 7. In general, the following points should be considered in planning brochures.

FORMAT

The information in the checklist is a composite of the best ideas used in the past for brochures. Essential information which the enrollee needs to retain should *not* be placed on the reverse side of the enrollment form. A better way to handle this may be to make the enrollment form a separate enclosure with the brochure.

DO-IT-YOURSELF

The local printer can be of tremendous assistance during the planning phase of the brochure. He should be consulted early as the type of equipment that he has will affect your layout and art, as well as the cost. If you wish to reduce the cost of printing the brochures, you should do as much of the planning and layout work as possible before turning it over to the printer. For example, if the local printer can do offset printing, it will *not* cost you additionally to use artwork, if you will supply the printer with drawings, maps, and other artwork ready for use.

USE OF SMALL BUSINESS ADMINISTRATION SEAL

The SBA seal on page 77 of this booklet is designed for offset reproduction. A similar black and white drawing of a seal or crest from the sponsoring institution or organization may also be supplied to the printer.

PRINTING

It is advisable to obtain several price estimates prior to having the brochure printed. Letterpress printing is more generally available than offset particularly in small communities. Offset printing has the advantage of greater flexibility of design and layout through the use of drawings, photographs, and other illustrations at a lower cost than on letterpress.

GENERAL APPEARANCE

The cost of the paper for 500 to 1,000 brochures is minor when compared to the composition (labor) expense. Colored ink and paper are also inexpensive and their proper use can make a great difference in the appearance of the brochure. The first impression the addressee receives will largely determine whether or not he reads the brochure at all. In order to hold his attention, the brochure should be attractive and easy to read. Proper spacing facilitates reading and contributes toward the general attractiveness. A crowded text makes reading difficult and otherwise detracts from the appearance of the brochure.

SELF-MAILERS

Self-mailers, using one page of the brochure for the address and postage, may be used. However, an attractive, well-printed brochure in a personally addressed first-class envelope usually creates a favorable impression. One additional enrollee attracted by a high quality brochure would pay for the envelopes and a better printing job. If self-mailers are to be used, the permit number should be printed at the same time as the brochure to save on printing costs.

BROCHURE SIZE

Most of the brochures are printed on 8½ x 11 or 9 x 12 inches paper. Either of these is an economical standard size paper. These brochures may be folded twice, giving a 6-page brochure that fits easily into a standard legal-size envelope (4⅛ x 9½ inches). It is also possible to design brochures of varying sizes by using larger sheets of paper with more folds so they will fit into legal-size envelopes.

SUBJECT TITLES

The advisory committee may be able to suggest wording for the subject descriptions that will attract the interest of the prospective enrollees. The subject content of each session should be given in some detail to enable the businessman to understand what is being offered,

so he will know what to expect from the training program. A subject title alone may be perfectly clear to the coordinator, but means little or nothing to the businessman.

SPECIAL FEATURES

The brochure should also show such special features as:

1. The recognition ceremony, if one is to be held.
2. Awarding of certificates of completion.
3. Dinner, coffee breaks, and special course materials included in the enrollment fee.
4. The alumni association, if one exists or is to be formed.

CHECKLIST

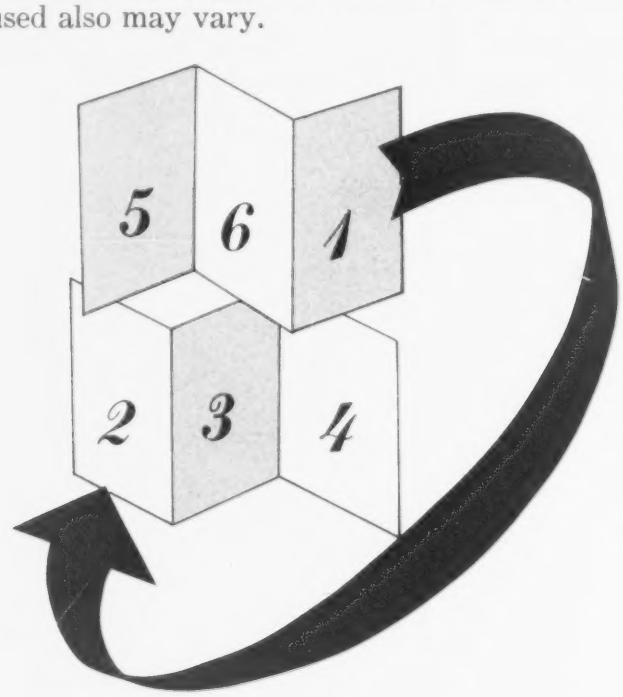
For

PLANNING, PRINTING, AND DISTRIBUTING A BROCHURE

The pages of a brochure will be determined by the size of paper used. For example, a legal-size sheet (8½″ x 14″) will make a three-fold pamphlet with eight pages. A standard size sheet (8½″ x 11″) will make a two-fold pamphlet with six pages as illustrated below. This is the size most commonly used.

PLANNING A BROCHURE

In planning a brochure, you should check the points below so that no essential information is omitted. You may not wish to use all of the items suggested or you may wish to substitute others of your own. The order in which the items are used also may vary.



Page 1 (Cover): Announcement

____Title of course, conference, or workshop.
____Name of sponsoring institutions or organizations.
____Name of Small Business Administration as co-sponsor.
____Seal of either the sponsor or cosponsor, if desired.
____Date of meeting, including day of week.
____Time of meeting.
____Location.
____Number of sessions, if a course.
____Art (appropriate illustrations).

Page 2 (Reverse of cover): Promotional Information

____Purpose of Training.
____Who should attend.
____Enrollment information, including limitations; deadline for registering; fees, if any; and place of registration.
____Parking facilities available.
____Location (map, if needed).

Page 3: Schedule and Curriculum

____Date, including day of week. Same as on cover.
____Time: In addition to hour of meeting, indicate number of weeks and hours in course, or when conference or workshop will conclude.
____Location: Repeat and give room number, building.
____Subject titles and brief description.
____Name of lecturer or instructor and his title.
____Meals and intermission.

Page 4: Registration Form

If a two-fold pamphlet is used and page 4 is needed for a continuation of the schedule, a separate registration form should be considered. That form should include the following information:

____Title and date of training.
____Registration fee and information on meals, if included in fee.
____Name, address, and telephone number of registrar or coordinator to whom check should be sent.
____A brief statement concerning refund policy.

In addition the form should contain blanks for the following:

____Name and position of registrant.
____Name of business firm.
____Business address.
____Telephone number of business.
____Type of business.
____Number of employees.

Page 5 (Reverse of page 4): Self-Mailer

If a self-mailer is used, it should be arranged so as to fall on the reverse side of the registration form and at the end of the form, so no valuable information is lost when the form is detached.

Self-mailers can be sent at regular first- and third-class rates, under the same rules as to content that govern material to be enclosed in envelope.

If a self-mailer is not preferred, this space may be used for additional publicity or left blank. If used, remember to:

____Print return address of institution offering the training.
____Print postal mailing permit number.

Page 6 (Reverse of page 3): Miscellaneous

Page 6 may be used for any supplemental information not included elsewhere, such as a brief biography of the instructors or leaders; or the page may be left blank.

PRINTING A BROCHURE

After you have prepared a rough draft of your proposed brochure, consult your printer on:

Specifications

____Type of press available (offset or letterpress)
____Paper grades (weight, color choices, paper finish)
____Ink choices (black or colored, two or more colors)
____Perforations for easy detachment of registration form.
____Art work and cuts. Can printer furnish?
____Proofreading and corrections.
____Production time from submission of final layout.

Cost Estimate

The printer can give you an estimate of cost depending on the following:

____With various grades of paper.
____Additional charge for colored ink.
____Additional charge for two or more colors of ink.
____Artwork to be furnished by printer, if any.

Final Layout

____Prepare artwork.
____Prepare final layout.
____Check for inclusion of items checked in "Planning a Brochure" on pages 60 and 61.

Close-out

____Recheck layout with printer.
____Verify price.
____Proofread.

DISTRIBUTING A BROCHURE

The coordinator may wish to contact the SBA-cosponsoring field office for help in compiling an appropriate mailing list. That office can also furnish a list of businessmen who have requested information on training programs.

____Check for available mailing lists.
____Check for addressing facilities. (Does the owner of the list have plates and/or addressing equipment that might be used?)
____Check for possible use of SBA's mailing facilities.

APPENDIX D

INFORMATION ABOUT CLASS MEMBERS

It will be helpful to the instructors in preparing their lectures for this class if you will complete the following information and return at the end of this class. Do **not** sign this form.

Check one: ☐ Male ☐ Female

Type of Business: ☐ Manufacturing ☐ Retailing ☐ Wholesaling ☐ Service

☐ Other (specify) _____

Educational Background: Place "X" in column indicating highest grade completed

1	2	3	4	5	6	7	8	9	10	11	12	

Did you attend college? ☐ Yes ☐ No How many years? _____

If you are a college graduate, show degree received _____

DO NOT SIGN THIS FORM

Appendix E

SBA MANAGEMENT PUBLICATIONS, VISUAL AIDS, AND MOTION PICTURES

SBA publishes a wide variety of management and technical assistance publications designed to help the owner-managers and prospective owners of small businesses. These include several series of publications which are free from any SBA field office and several booklet series. The booklets can be bought for nominal prices from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Periodically, the Agency publishes lists of available SBA management publications (free and for-sale). SBA Form 115A, "Free Management Assistance Publications," lists publications available from SBA without charge. SBA Form 115B, "For-Sale Booklets," lists the titles and prices of publications available from the Government Printing Office. This form also contains a convenient blank for ordering these publications.

In addition to these lists, the coordinator may obtain from the cosponsoring SBA field office a handy reference guide to all SBA publications. It is SBA Form 115E, "Classification of Management Publications." This lists the publications according to 28 different classifications, such as accounting (recordkeeping), advertising, and financial management. The coordinator may also wish to be placed on the mailing lists to receive current and future copies of the *Aids* series, *Small Business Bibliographies*, and *Coordinator's Kit* items.

FREE MANAGEMENT ASSISTANCE PUBLICATIONS

The coordinator of small business management training may obtain sample copies of the publications in the following series from the cosponsoring SBA field office. In addition, he may request copies of individual titles of the free series to hand out to the participants in his management training sessions. (See SBA 115A for specific titles of publications under each series.)

1. Management Aids for Small Manufacturers. Each title in this series discusses a specific management practice to help the owner-manager of small manufacturing firms with the management of his business.

2. Small Marketers Aids. These *Aids* were written by marketing, accounting, financial, and other specialists and are designed to provide assistance to owner-managers of small retail, wholesale, and service businesses.

3. Small Business Bibliographies. These are reference sources for specific trades, industries, and business operations. An introductory article preceding the listing of references explains generally the subject of the title. Individual titles, as shown on SBA–115A, may be obtained from the local SBA field office.

4. Technical Aids for Small Manufacturers. Production processes and materials, equipment, machinery, plant facilities, and technical maintenance problems are covered in these leaflets for owner-managers (and their top technical assistants) of small manufacturing concerns.

For-Sale Publications

Coordinators may order the for-sale publications by using the order blank on the last page of SBA Form 115B and sending it to the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, together with a check or money order. The remittance must be payable to the Superintendent of Documents. A 25 percent discount is given for quantities of 100 or more of the same title mailed to the same address.

1. Small Business Management Series. Each booklet in this series discusses in depth the application of a specific management practice. A wide range of small business subjects, such as *Financial Recordkeeping for Small Stores,* and *A Handbook of Small Business Finance,* is covered. A complete list of titles is contained on SBA Form–115B.

2. The Starting and Managing Series. *Starting and Managing a Small Business of Your Own,* the first in this series, will be helpful to any owner-manager or prospective owner of a small business. Other issues in this series deal with specific small retail and service businesses. The name of available titles are shown on SBA–115B.

3. Management, Marketers, and Technical Aids Annuals. After a period of free distribution and when the supply of individual copies has been exhausted, *Aids* are incorporated in a booklet called an *Annual.* There is an *Annual* series for each of the three series: *Management Aids, Small Marketers Aids,* and *Technical Aids.* A complete list of the contents of each of the more than 23 *Annual* booklets is contained on SBA–115B, as well as the price of each.

4. Small Business Research Series. This series consists of studies of small business problems. While these booklets may not be of interest to the participants of management training, coordinators and lecturers should find them helpful. Some of the titles: *The First Two Years: Problems of Small Firm Growth and Survival,* and *Interbusiness Financing: The Economic Implications for Small Business.*

5. Non-series Publications. These publications do not fit into a series format. Examples of titles are *Managing for Profits, Export Marketing for Smaller Firms,* and *Suggested Management Guides.* An additional publication that may be of interest to some participants is the *U.S. Government Purchasing and Sales Directory.*

6. Instructor's Manual Series. This is a series of presentations on various management subjects or topics for the use of lecturers and businessmen who teach management courses. Each manual contains a complete subject presentation, including a lesson plan, lecture, visual aids (transparencies for overhead projectors), one or more case studies, and samples of handout material. However, these materials are intended as guidelines only to instructors in preparing their own presentations.

The coordinator may borrow from the SBA field office, a copy of the topic or topics needed for the SBA-cosponsored course he is planning. However, if he wants a copy for his library, he may order it from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. The list of topics and the prices are shown on the brochure describing the *Instructor's Manual Series,* available from SBA.

VISUAL AIDS

Transparencies (8″ x 10″) are available for use with overhead projectors on the various topics covered in the *Instructor's Manuals.* Each manual contains pictures of the transparencies. Transparencies are also available for the *Workshop Script.* They may be borrowed by contacting the SBA-cosponsoring field office in advance of the date needed.

MOTION PICTURES AND TV TAPES

The Small Business Administration has produced training films (16 mm movies) and TV tapes, to assist the small businessman, on various subjects, such as advertising and sales promotion, foreign trade, and crime prevention. TV tapes are also available for some films. Some of the movies are in black and white and others are in color. Showing time ranges from 11 to 28½ minutes.

A listing of the movies and TV tapes, by titles, is contained in the *Coordinator's Kit.* These may be reserved by contacting the cosponsoring SBA field office.

COORDINATOR'S KIT

This *Kit* is prepared by SBA to help cosponsors in developing and planning a training program. It consists of 3 parts, and as they become available, new materials are sent to coordinators on SBA's mailing list.

PREBUSINESS WORKSHOP SCRIPT

This script is a booklet containing a discussion of each subject to be covered. The script may be changed or adapted to include local examples or situations. Also available are visual aids, movies, outlines and worksheets for each subject discussed. They may be reserved through the cosponsoring SBA field office.

APPENDIX F

(May Be Used for Evaluating Management Courses and Conferences)

EVALUATION OF MANAGEMENT TRAINING

Type of Training: ☐ Course ☐ Conference

Title of Training: _____ Date Held: _____

Your frank reaction to this training program can help the coordinator in planning future training. It will, therefore, be appreciated if you will complete the following evaluation and return to the instructor before leaving the classroom. **DO NOT SIGN THIS FORM.**

	Yes	No
1. Was the instructor's approach to the subject practical rather than theoretical?	—	—
2. Can the knowledge acquired in this training be applied to your business?	—	—
3. Were any subjects inadequately covered? If so, please list on the reverse side of this sheet.	—	—
4. Were any subjects not helpful? If so, should they be omitted from future training? If your answer is "Yes," please list subjects on the reverse side.	—	—
5. Were any subjects omitted that you feel should be included in subsequent sessions? What are they?	—	—
6. Do you believe the same training should be offered to other groups?	—	—
7. Would you recommend such training to your business associates?	—	—
8. Was the time of the training (month, day, hour) convenient?	—	—
9. Were the following helpful?		
(a) Case Studies	—	—
(b) Discussion Groups	—	—
(c) Publications	—	—
(d) Visual Aids and Films	—	—

10. Which item in question 9 was the most helpful? _____
11. Which item in question 9 was the least helpful? _____
12. How would you rate the training just completed? ☐ Excellent ☐ Good ☐ Fair ☐ Poor
13. List the 2 subjects that you found the most helpful.

_____

_____

14. If you have suggestions for improving the training, please write them on the back of this sheet.

DO NOT SIGN THIS FORM

Tear here Tear here

Note: If you are interested in attending a more detailed course or followup conference, please complete the following blanks, detach, and give to your instructor. (Please print.)

☐ I am interested in attending an advance course covering the following subject(s):

_____

_____

☐ I am interested in attending a followup conference on the following subject(s):

_____

_____

Name _____ Title _____ Name of Business _____

Business Address _____ (Street) _____ (City) _____ (State) _____ (Zip Code)

Business Telephone _____ Date _____

APPENDIX G

EVALUATION OF WORKSHOP

The prebusiness workshop you are attending today was structured along lines developed by the Small Business Administration. We hope it has been of value and that you will tell others about it. Naturally, we want to make workshops as good as possible so we would appreciate your suggestions and comments. Would you take a few minutes at the end of the day to fill out your evaluation? We are interested in your criticisms as well as your compliments so no names, please.

What is your present occupation? _____

In what type of business? _____

If you previously operated or owned a business what type was it? _____

What did you like most about the workshop? _____

_____

What did you like least about the workshop? _____

Please mark the following evaluations:	Yes	No
Do you feel that the subjects were adequately covered?	( )	( )
Do you operate your own business now?	( )	( )
Will what you learned today help you?	( )	( )
Has anything discussed convinced you **not** to start a business?	( )	( )
If yes, please comment _____		
Do you feel the films, *A Case in Point* and *Three Times Three* added to the workshop?	( )	( )
Did you get enough time to ask questions?	( )	( )
Do you think the speakers were well prepared?	( )	( )
Are you now more familiar with SBA services?	( )	( )
Do you feel the subjects were too basic?	( )	( )
How did you learn about workshop? _____		
Did you agree with most of the ideas presented?	( )	( )
Do you think workshops should be shorter?	( )	( )
Do you plan to order any SBA Aids?	( )	( )
Did the visuals make things clearer?	( )	( )
Did you find the subjects interesting?	( )	( )
Was the level to technical for most people?	( )	( )
Did you like the workshop theme?	( )	( )

Please mark the box most correct for you:	Excellent	Good	Average	Poor
How well did this workshop meet its objective or purpose?	( )	( )	( )	( )
How would you rate the instructors?	( )	( )	( )	( )
How well did workshop meet your needs?	( )	( )	( )	( )
How was the information content?	( )	( )	( )	( )
How would you recommend it to a friend?	( )	( )	( )	( )

Please write suggestions and comments on back. Thank You.

Tear here ---------- Tear here

I expect to start my business about _____ and would appreciate the following assistance:

☐ I am interested in receiving announcements of SBA-cosponsored training, such as advance workshops, management courses, conferences, and problem clinics.

☐ I am especially interested in courses or conferences on the following subjects: _____

_____

☐ I would like to have a SCORE representative assigned to assist me in setting up my business.

☐ I am already in business but would like to have a SCORE representative assist me in: _____
(Specify assistance desired)

Type of Business: ☐ Manufacturing ☐ Retailing ☐ Wholesaling ☐ Service

Name _____ Address _____ _____ _____ _____
Street City State Zip Code

Telephone _____ Name of company _____ Date _____
(if you are in busines)

APPENDIX H

EVALUATION OF SUBJECTS AND SPEAKERS

Our goal is to present subjects which are helpful to small businessmen and to engage speakers who are able to share their knowledge and experience. You can help us meet that goal.

Please circle the rating which you feel each subject and speaker deserves. Do not sign this sheet.

SUBJECT	RATING	SPEAKER	RATING
1 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
2 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
3 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
4 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
5 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
6 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
7 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor
8 _____	Superior Excellent Good Fair Poor	_____	Superior Excellent Good Fair Poor

APPENDIX I

ANALYSIS OF TRAINING PROGRAM COSPONSORED WITH SBA

1. Type of Training: ☐ Course ☐ Conference ☐ Workshop
2. Title of Training Program: _____
3. Date of Training: _____
4. Number of participants enrolled: _____
5. Number completing training: _____
6. Topics participants found most interesting: (Courses and Conferences) _____
   _____
7. SBA training materials participants found most helpful: (Show number of participants checking each item.)
   (a) Case studies ____ (b) Group discussions ____ (c) Visual aids ____ (d) Publications ____
8. Methods of instruction found to be most effective: (Show number of participants checking each item.)
   (a) Case studies ____ (b) Group discussions ____ (c) Films and visuals ____ (d) Lectures ____
9. Was the time of training convenient? (Month, day, hour) ☐ Yes ☐ No
10. Percentage of participants requesting SCORE assistance: _____
    (To be answered on Prebusiness Workshops only.)
11. Percentage interested in subsequent training: _____
12. How participants rated training: (Indicate number) Excellent ____ Good ____ Fair ____ Poor ____
13. Comments on general effectiveness of training program and need for addition training. (Use separate sheet.)
14. Future plans of sponsoring institution or organization for SBA-cosponsored training.

Name of Coordinator	Title
Sponsoring Institution or Organization	Telephone No.
Street Address	Date of Report
City and State (Zip Code)	

These Small Business Administration seal reproductions are designed for use with offset printing. Reproduction of these seals and their use on brochures and completion certificates for courses co-sponsored by the Small Business Administration is authorized.

SMALL BUSINESS ADMINISTRATION

Field Offices

Agana, Guam
Albuquerque, N. Mex.
Anchorage, Alaska
Atlanta, Ga.
Augusta, Maine
Baltimore, Md.
Birmingham, Ala.
Boise, Idaho
Boston, Mass.
Buffalo, N.Y.
Casper, Wyo.
Charleston, W. Va.
Charlotte, N.C.
Chicago, Ill.
Cincinnati, Ohio
Clarksburg, W. Va.
Cleveland, Ohio
Columbia, S.C.
Columbus, Ohio
Concord, N.H.
Dallas, Tex.
Denver, Colo.
Des Moines, Iowa
Detroit, Mich.
Fairbanks, Alaska
Fargo, N. Dak.
Harlingen, Tex.
Hartford, Conn.
Hato Rey, P.R.
Helena, Mont.
Honolulu, Hawaii
Houston, Tex.
Indianapolis, Ind.
Jackson, Miss.
Jacksonville, Fla.
Kansas City, Mo.
Knoxville, Tenn.
Las Vegas, Nev.
Little Rock, Ark.
Los Angeles, Calif.
Louisville, Ky.
Lubbock, Tex.
Madison, Wis.
Marquette, Mich.
Marshall, Tex.
Miami, Fla.
Milwaukee, Wis.
Minneapolis, Minn.
Montpelier, Vt.
Nashville, Tenn.
Newark, N.J.
New Orleans, La.
New York, N.Y.
Oklahoma City, Okla.
Omaha, Nebr.
Philadelphia, Pa.
Phoenix, Ariz.
Pittsburgh, Pa.
Portland, Oreg.
Providence, R.I.
Richmond, Va.
St. Louis, Mo.
Salt Lake City, Utah
San Antonio, Tex.
San Diego, Calif.
San Francisco, Calif.
Seattle, Wash.
Sioux Falls, S. Dak.
Spokane, Wash.
Syracuse, N.Y.
Toledo, Ohio
Washington, D.C.
Wichita, Kans.
Wilmington, Del.

For addresses and telephone numbers of the field offices listed above, consult the appropriate telephone directories.